i-Ready Diagnostic & Instruction: User Guide

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Introduction

The *i-Ready Diagnostic & Instruction* program is a two-part product that includes online assessments and online instruction. School or district administrators can choose to purchase the entire program to assess math and reading skills and generate unique instruction plans for every student. But the program is also available without the online Instruction component.

The assessments include in-depth Diagnostic Assessments and Progress Monitoring Assessments. The Diagnostic will pinpoint your student's needs in reading and math down to the domain and sub-skill level by using sophisticated adaptive logic, and a bank of thousands of test items. Progress Monitoring Assessments are designed to be given more frequently than Diagnostic Assessments, for the purpose of quickly getting a "temperature check" on your students' progress. Chapter 2 in this guide can help you prepare yourself and your students for the reading and math assessments.

Once the assessments have been completed, the Instruction component of the *i-Ready* program takes over, automatically placing students in lessons targeted to their specific needs.

If you do not have the *i-Ready Instruction* component, you will still find the numerous reports, and classroom instructional resources derived from the Diagnostic of great value in differentiating instruction for your students.

If You Have Only *i-Ready* Diagnostic

If your district or school system purchased only the Diagnostic portion of the *i-Ready Diagnostic & Instruction* program, you will have access to the Diagnostic Assessments, Progress Monitoring Assessments, Reports, and Resources, but not to the *i-Ready Instruction* lessons. You'll still have access to Tools for Instruction and other teacher-led instructional guidance. That also means that you will only need to reference particular parts of this User Guide. Look for this symbol INSTRUCTION throughout the User Guide, which indicates sections that you can bypass. **Those of you who have the complete *i-Ready Diagnostic & Instruction* program may ignore this logo, since the entire User Guide applies to you.**

If You Are An Administrator

The majority of the *i-Ready* program experience is the same for both teachers and administrators, so most of this guide is written from the perspective of a teacher. However, sometimes administrators do have slightly different or enhanced abilities. Places where the administrator experience diverges from the teacher experience are noted throughout the document, and an additional "Appendix B: Step-by-Step Instructions for Navigating the Administrator Application."

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This Guide Is Your Reference Tool

Don't feel you have to read this guide cover to cover just to get started with *i-Ready*. The program is user-friendly for both teachers and students. Refer to the appropriate chapter of this guide to get yourself oriented, and to find answers to specific questions:

- ***Chapter 1*** presents a brief overview of the *i-Ready Diagnostic & Instruction* program, as well as some important items to note before you begin using *i-Ready*.
- ***Chapter 2*** provides some background on the development and design of the *i-Ready Diagnostic*, describes in detail how to prepare to administer it, and offers tips and checklists to help you before, during, and after administering it.
- ***Chapter 3*** explains how to read student results from the Diagnostic, and gives detailed descriptions of the various reports and how to use them.
- ***Chapter 4*** describes how the data obtained from the Diagnostic is used by the *i-Ready Instruction* component to create a unique plan for each student. If you have only the Diagnostic portion of the program, the Diagnostic results can still be very helpful in creating differentiated instruction for your students.
- ***The Appendices*** provide detailed, step-by-step information on every aspect of the *i-Ready* Application.

Chapter 1: Getting Started with *i-Ready Diagnostic & Instruction*

This chapter provides a brief overview of the *i-Ready* program, as well as some important items to note before starting.

The Major Components of *i-Ready*

Diagnostic Assessment

- Built on the Common Core State Standards, but also reports out on individual state standards.
- Diagnostic Assessment is adaptive to each student and automatically diagnoses individual student strengths and weaknesses.
- Serves as an ideal universal screening tool by pinpointing each student's needs down to the level of discrete sub-skills.
- For more information on the Diagnostic Assessment (i.e., how it works, how to assign it, how long it takes) see Chapter 2.

Reporting

- Provides critical information to drive decision-making about online and teacher-led classroom instruction.
- Shows which students are struggling and what skill areas need improvement.
- Provides instructional recommendations for individual students and groups of students.
- Provides tools to communicate with families about student performance and progress.
- For more information on Reports (i.e., accessing reports, using reports) see Chapter 3.

Instruction

- Differentiates instruction and delivers an individualized online instruction plan for each student.
- Provides teacher-led classroom instruction resources, such as Tools for Instruction (hundreds of PDFs containing lesson plans for skill-focused in-class instruction).
- Motivates learners with engaging, interactive online lessons that are tailored for each grade level to be age appropriate.
- Provides guided practice and progress monitoring.
- For more information on online instruction and teacher-led classroom instruction, see Chapter 4.

Progress Monitoring

- Measures gains in your classroom with the Diagnostic, Progress Monitoring assessments, and online *Instruction*.
- Checks in on how your students are progressing against expected growth targets with quick monthly Progress Monitoring tests, and helps you decide whether you need to intervene in your students' instruction.
- Tracks progress with Common Core State Standards and/or your state's unique standards.
- For more information about how *i-Ready* builds Progress Monitoring into the Diagnostic Assessment and online instruction, see the "Monitoring Progress" section of Chapter 4.

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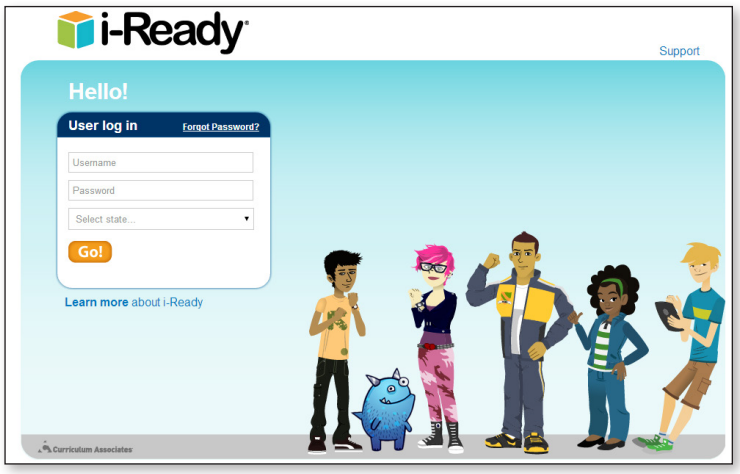
Logging in for the First Time

Step 1:

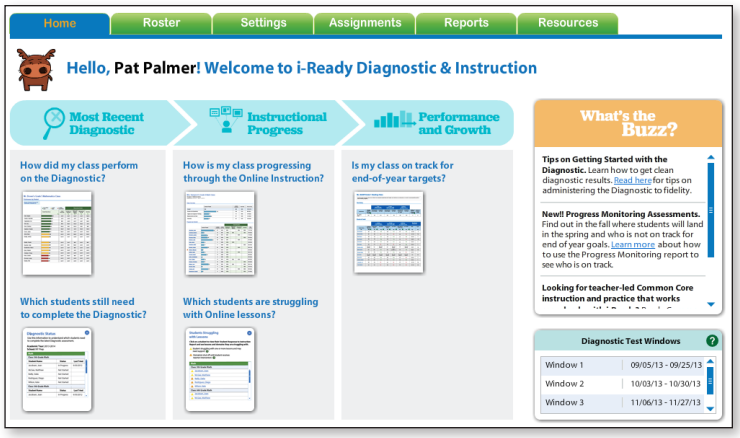
- Before logging in for the first time, make sure you have received your username and password from your *i-Ready* administrator. You will need them in order to access the program.

Step 2: Go to the *i-Ready* Website.

- Type the following URL into a Web browser: login.i-ready.com.
- Type in your username and your password (remember that passwords are case-sensitive).
- Choose your state from the drop-down menu.
- Click the "Go!" button.



- You have arrived at the "Home" tab. Notice there are six total tabs. The next section will walk you through these six tabs of the Teacher and Administrator Application.

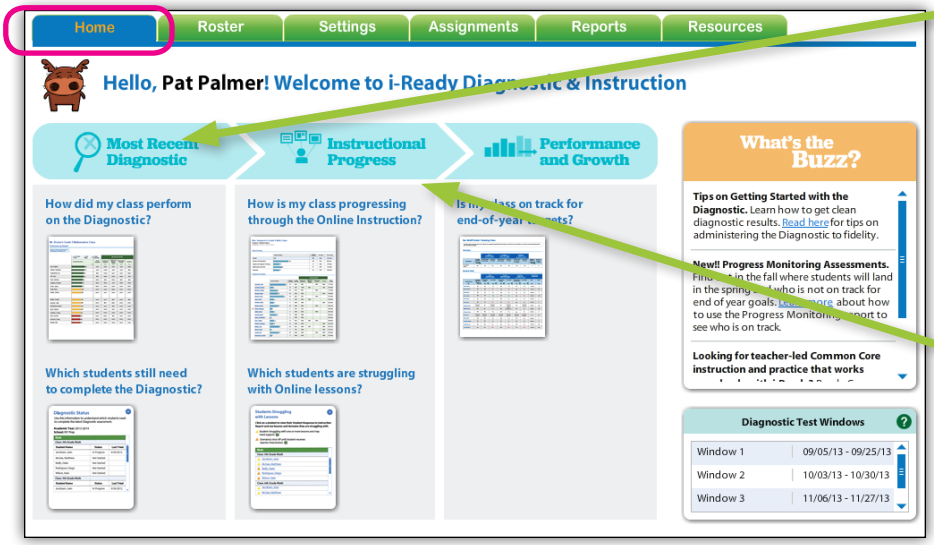


Getting to Know the Teacher and Administrator Application

Near the top of the Teacher and Administrator Application you'll see a row of tabs. This section describes them briefly. For detailed, step-by-step information on every aspect of the Teacher and Administrator Application in *i-Ready*, refer to Appendix A and Appendix B.

The "Home" Tab

The teacher's "Home" tab displays a roadmap to the key features of *i-Ready*. "Student Alerts" lists any students who have recently failed one or two lessons. Administrators see a different version of the "Home" tab that provides up-to-date information on how many licenses of *i-Ready* your district or school has purchased, and where they are being used.



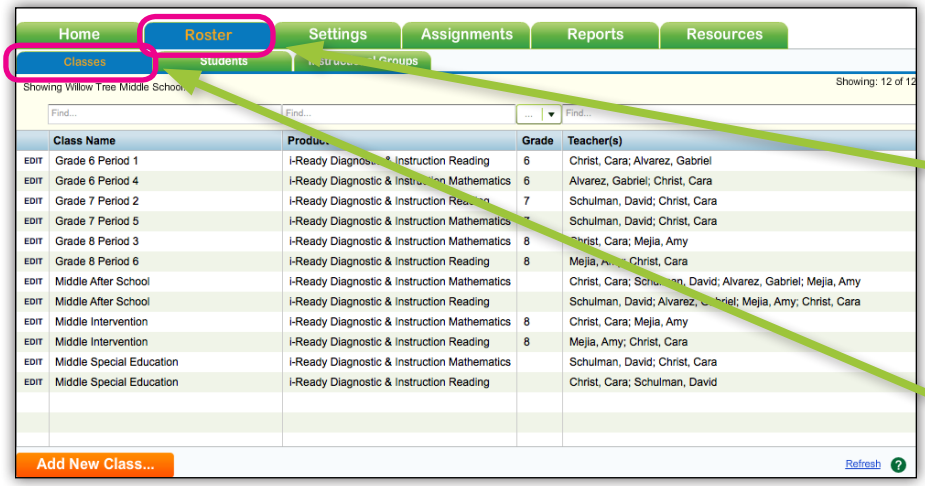
"Most Recent Diagnostic" gives teachers quick access to a report on how the class or instructional group is performing on the Diagnostic and which students still need to finish.

"Instructional Progress" helps teachers to see how the class or instructional group is progressing and which students are struggling with Online lessons.

For more detailed information on how to navigate any of the tabs, see Appendix A and Appendix B.

The "Roster" Tab

Click on the "Roster" tab to view class and student lists and information, and to edit student passwords. Administrators also see additional tabs that allow them to add new teachers and sometimes administrators to the school or district.

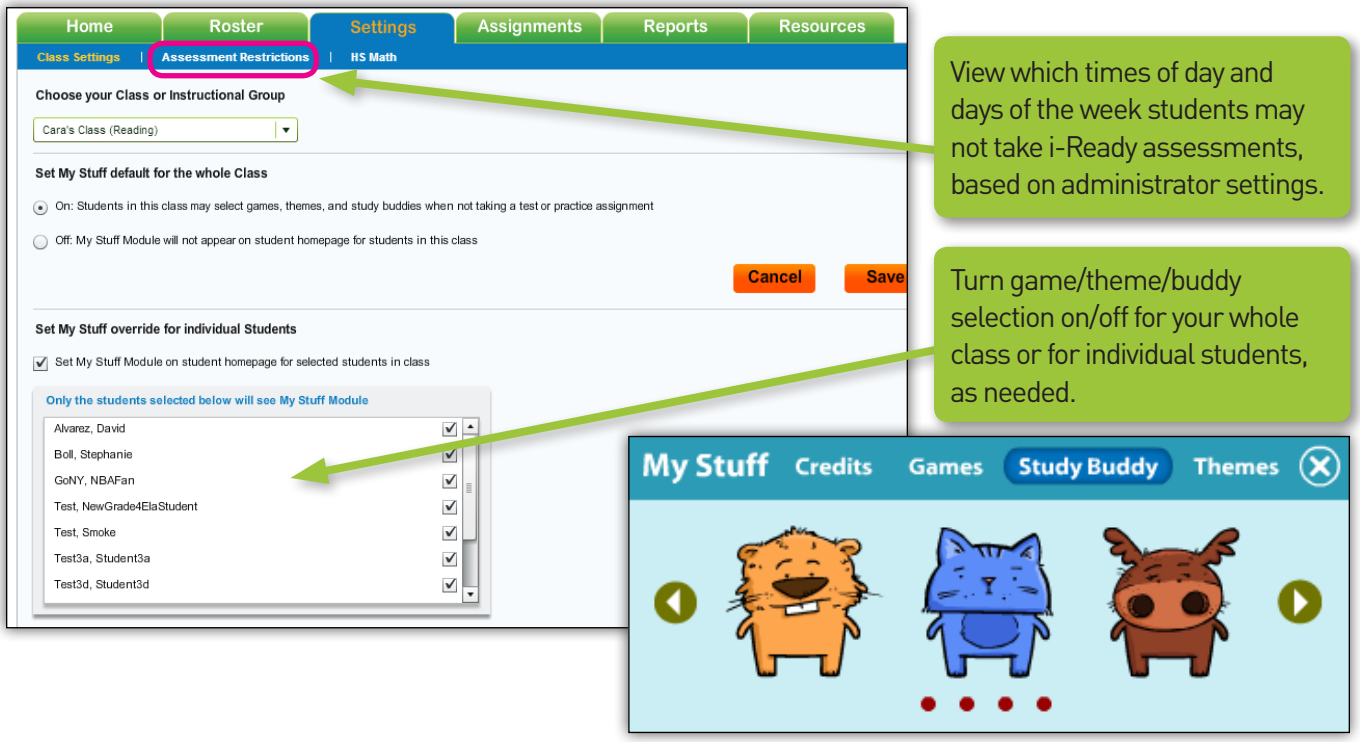


View all students in your school and edit student passwords. Sort by last name, grade, and school to see your students.

Easily view all your classes in the "Classes" sub-tab.

The "Settings" Tab

This tab lets teachers control the choices that appear on the students' "My Stuff" module, which allows students to play games between lessons, change study buddies, and change themes. Teachers can easily control access to these features for individual students, an entire class or an entire instructional group at any time. Preferences set at the class or instructional group level will remove any previous individual settings for the students in that class or group.

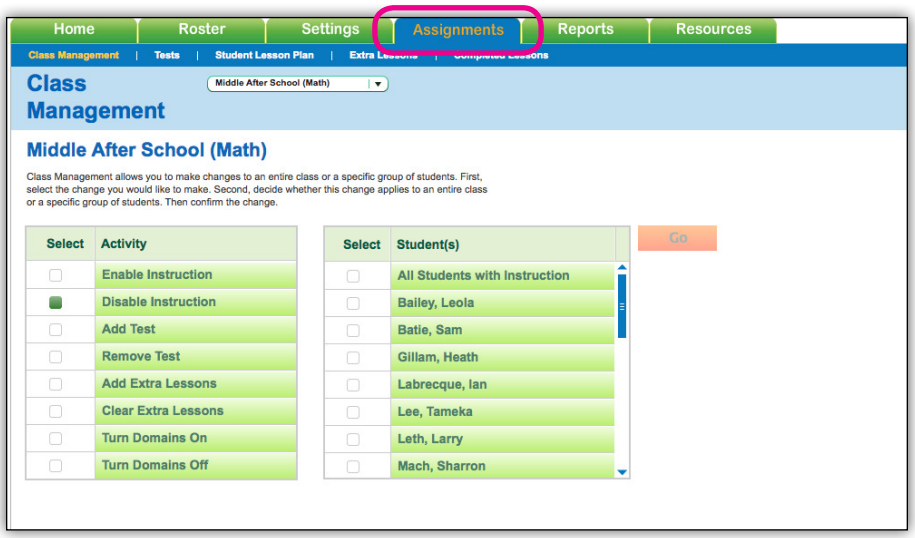


The student "My Stuff Module"

The "Assignments" Tab

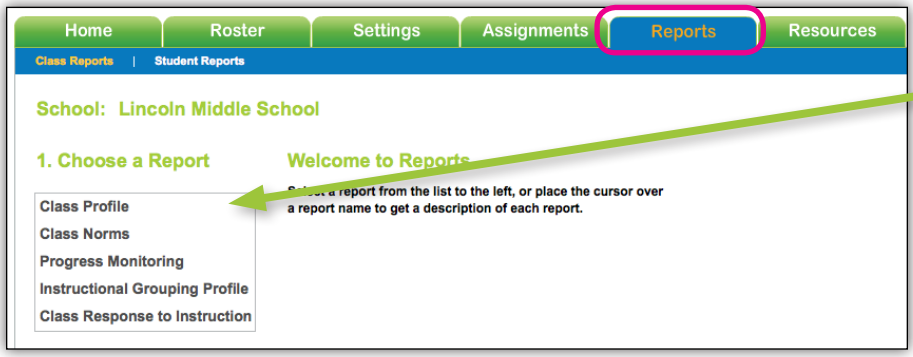
This tab presents an array of classroom-based tools that allow you to do the following:

- Enable or disable student-instruction modules.
- See what lessons are scheduled for your students and/or adjust student lesson plans.
- Assign extra lessons to students.
- View which lessons have been completed.
- Assign tests.



The "Reports" Tab

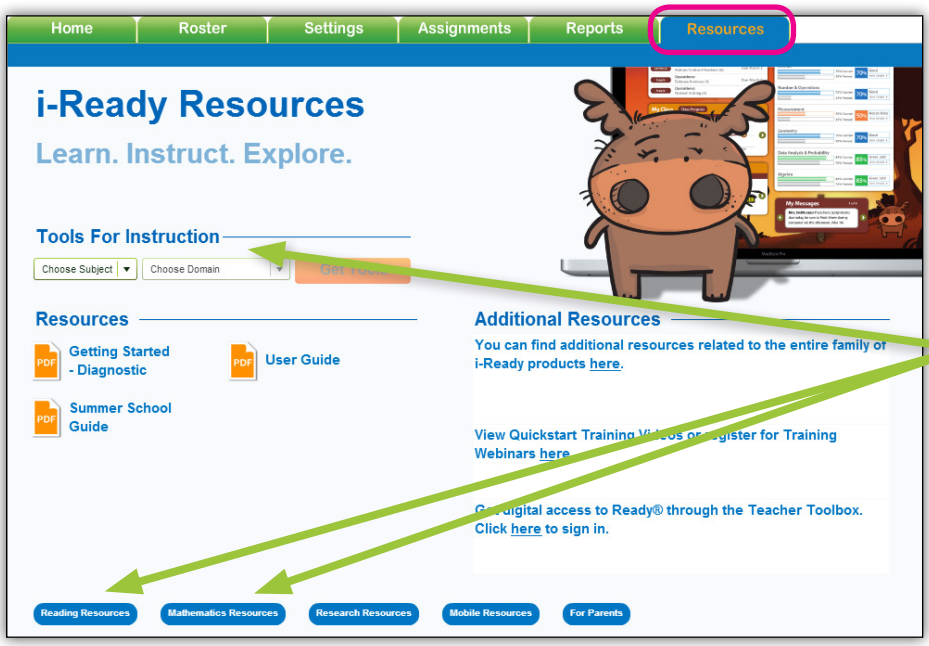
Click on this tab to generate, view, and print detailed reports for an entire class or for individual students. Administrators can also generate, view, and print detailed reports for an entire school or district.



Use reports to help drive instruction and monitor progress.

The "Resources" Tab

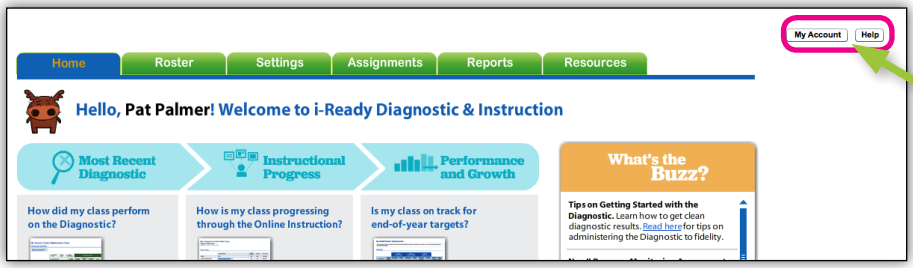
Click on the "Resources" tab to access: user guides, Tools for Instruction (PDFs containing skill-based lesson plans for classroom use), reading and math lesson lists, lists of your state standards and/or CCSS aligned to the online lessons, letters and guides for parents, research documentation about *i-Ready*, and other helpful documents.



The "Resources" tab contains useful instructional tools, such as the Tools for Instruction, lists of standards aligned to online lessons, and best online lessons to use for whole-class instruction.

"My Account" Button

Click the "My Account" button to view your account information and to change your username and/or password.



Change your username and/or password at any time.

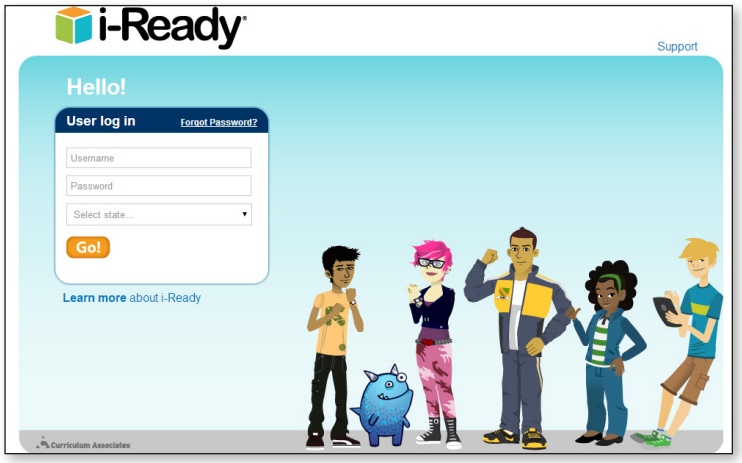
Getting to Know the Student Application

This section describes both the Student Application and how to help students get oriented to *i-Ready*.

Student Login

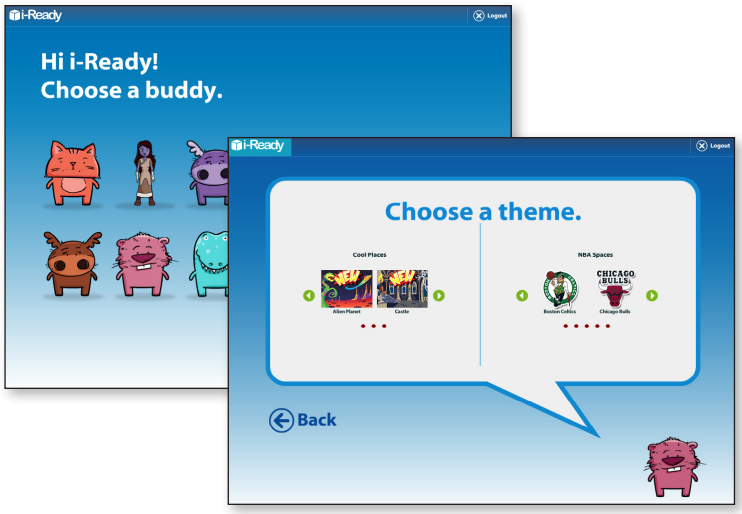
Step 1:

- Students have the same login page as teachers.
- Students should go to login.i-ready.com.
- Enter login information and click "Go!"



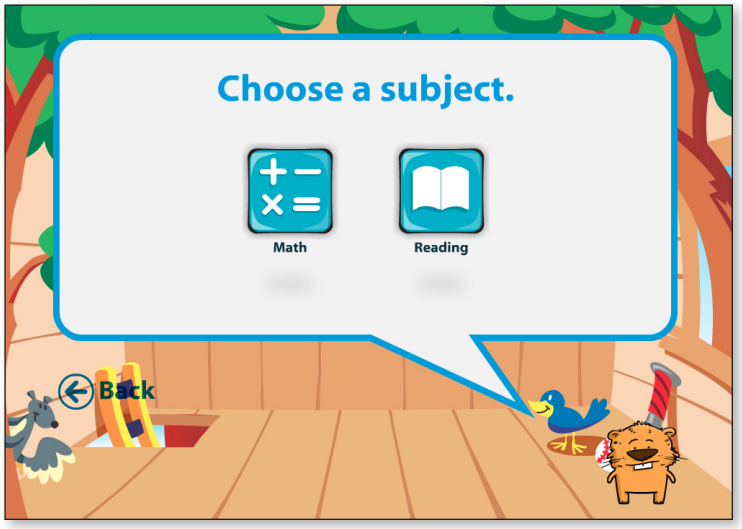
Step 2: Choosing a Study Buddy and Theme

When students log in for the first time, they are prompted to choose a Study Buddy and a background theme. Both selections can be changed at any time.



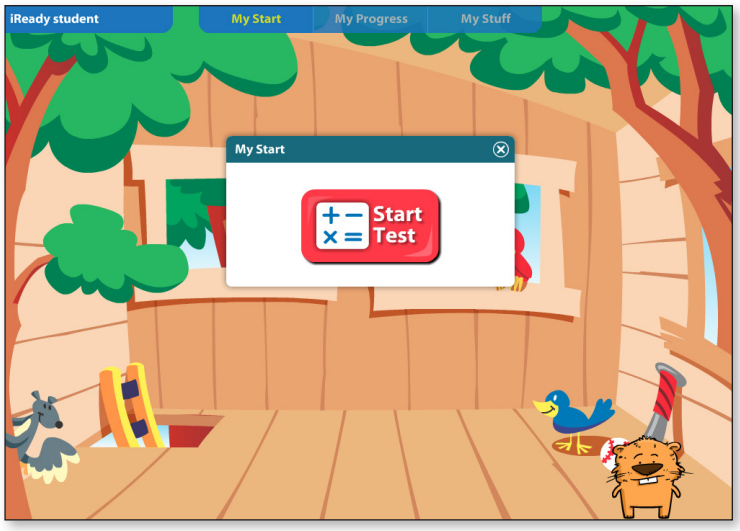
Step 3: Choosing a Subject

Depending on your class setup, students may have to choose either Math or Reading. You will need to inform them which subject to choose if you wish them to specifically pick Math or Reading.



Step 4: Student Diagnostic Assessment

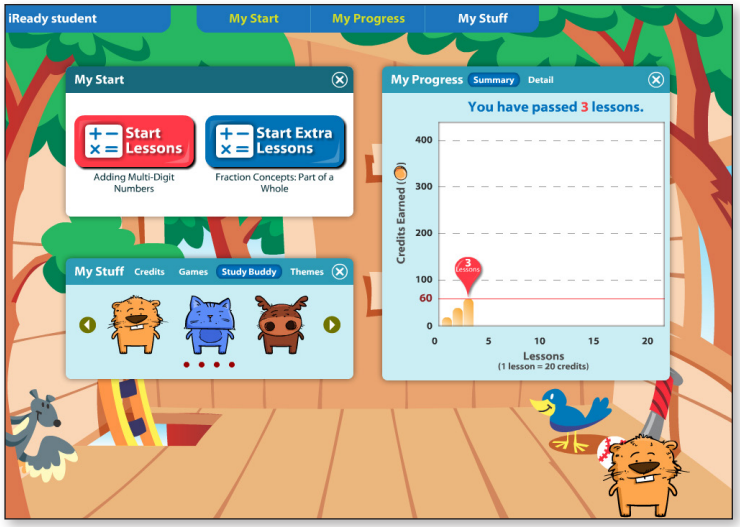
When students first enter the program, they will see a screen with a "Start Test" button in the center. This is the button that will begin the Diagnostic Assessment. Before you have your students start the Diagnostic, review the "Prior to Test Day" section of Chapter 2.



Step 5: After the Diagnostic Assessment

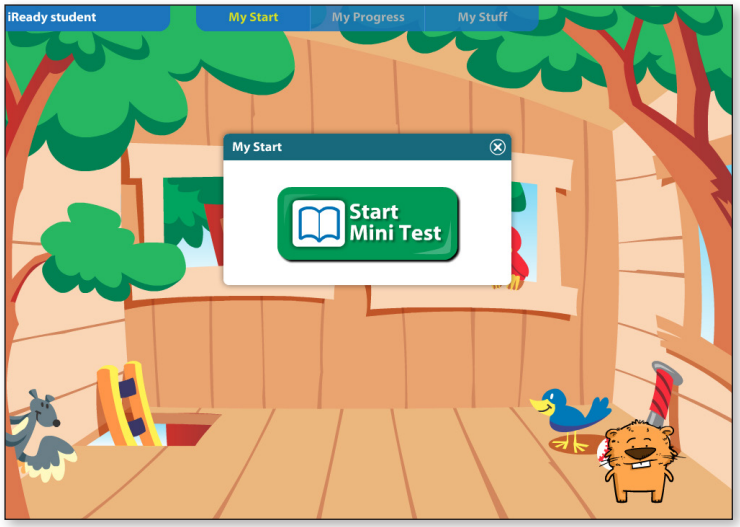
After students have completed the Diagnostic Assessment, their screens will show the following three modules, which can be accessed from the tabs at the top of the screen:

- **My Start**—Shows buttons for starting the next lessons.
- **My Stuff**—Allows students to choose buddies and themes, and to play games with credits earned by passing lessons.
- **My Progress**—Shows each student the number of lessons passed and credits earned, and gives a breakdown of scores achieved for all lessons taken.



Step 6: Student Progress Monitoring Assessment

If you choose to assign a Progress Monitoring Assessment to your students, they will see a green "Start Mini Test" button in the center of their screens the next time they log in. This is the button that will begin the Progress Monitoring Assessment. After your students complete the Progress Monitoring Assessment, their online lessons will become available again and their screens will look as shown in Step 5 above.



Before You Begin Using *i-Ready*: Important Items to Address

Ensure that All Students Are in the System

Before you begin exploring the *i-Ready Diagnostic*, it's a good idea to make sure that all of your students are in the system. Students are often placed in the system via an automated process run by the *i-Ready* Customer Support team, in conjunction with school and district administrators.

To ensure that your students are in the system:

1. Log in to *i-Ready*.
2. Click on the "Rosters" tab.
3. Click on the "Classes" sub-tab.
4. Click "EDIT" to the left of the name of the class you wish to view.
5. Your students should appear in the "Student Enrollment" sub-tab.
6. Repeat steps 2–5 for any other classes you have in the system.

Assessment Restrictions

Occasionally, district and school administrators may choose to restrict the hours during which students take assessments within *i-Ready*. This is usually done in order to ensure that students are taking assessments in a monitored environment during the school day. District and school administrators both have the ability to specify at which times and on which days students may take the assessment. The times and days your administrators specify will restrict student access to both Diagnostic Assessments and Progress Monitoring Assessments. Before you begin using *i-Ready*, you will want to check your school or district's access settings under the "Settings" tab and speak with your school or district administrator if you have questions on these settings. If a student logs in during restricted hours, he or she can still complete any online lessons and lesson quizzes that he or she has been assigned.

INSTRUCTION Enabling/Disabling Instruction

Enabling Instruction is the feature that makes online lessons available to students immediately upon completion of the Diagnostic Assessment. If you have access to Instruction, you can decide when to make the online lessons available to your students. Note that if you do not take any action, Instruction is disabled by default. To enable *i-Ready Instruction*:

- Go to the "Assignments" tab and click on the "Class Management" section. (Note: This is called "Program Management" in the Administrator Application.) Then click "Enable Instruction."
- In the box on the right side, click on the student, group of students, or class for whom you wish to enable Instruction.
- If you click "Enable Instruction," students will have access to their individualized *i-Ready* lesson plan immediately after finishing the Diagnostic and can start immediately on their personalized lesson plan. This will also give them immediate access to games, themes, and study buddies.
- If you leave instruction disabled (default setting), students who have finished the Diagnostic will simply receive a message stating, "You do not have any lessons assigned," and will not be able to go any further in the program. You may choose this option if you want to review test results first. Just be sure to enable Instruction when you are ready for students to begin their online lessons.

For more information on enabling/disabling instruction or if you have questions about navigating *i-Ready*, see Appendix A and Appendix B.

Chapter 2: The *i-Ready* Diagnostic Assessment

This chapter provides some background on the development and design of the *i-Ready* Diagnostic Assessment, describes in detail how to prepare to administer it, and offers tips and checklists to help you before, during, and after administering it.

Background Information

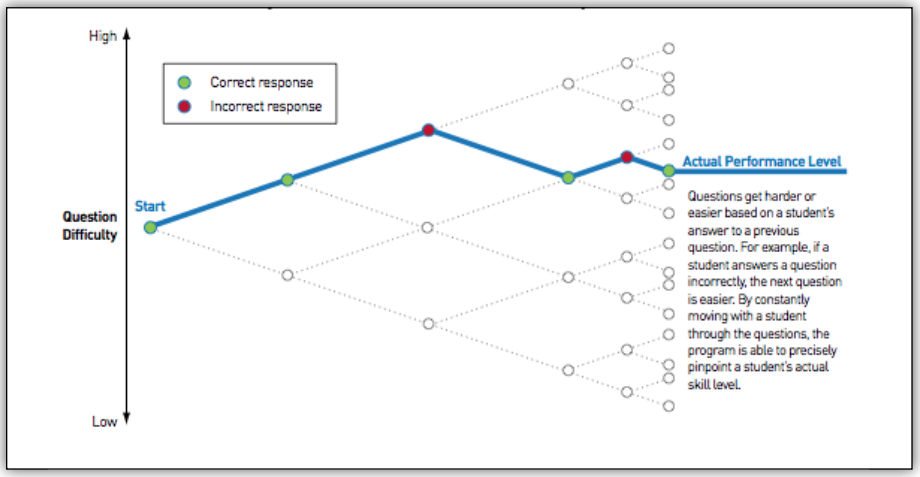
The following functions and features of the *i-Ready Diagnostic* make it unlike many other assessments you may have used before.

Information Provided by the Diagnostic Assessment.

- The *i-Ready* Diagnostic Assessment is designed to help teachers pinpoint their students' strengths and areas of need down to the sub-skill level for grades K–12.
- The results of this assessment are immediately available to show you what your students understand and what they don't understand, both for on-grade level skills and off-grade.
- Most importantly, the Diagnostic will help you determine how to approach instruction, monitor progress, and build student success in your classroom.

How the Diagnostic Assessment Adapts.

- The *i-Ready* Diagnostic Assessment will keep adapting, or adjusting, until it finds exactly the level at which your students need to receive instruction.
- When students answer questions correctly, *i-Ready* gives them more challenging questions. When students answer questions incorrectly, *i-Ready* gives them questions that are easier.
- This process continues until *i-Ready* pinpoints which skills each student seems to know well and which need improvement.



A schematic of how the Diagnostic Assessment adapts to student performance

It Provides an Action Plan.

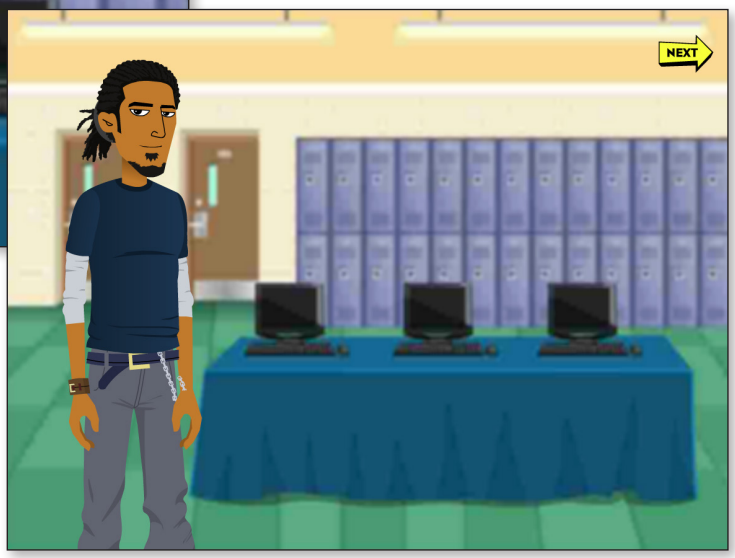
The *i-Ready Diagnostic* is different from other assessments because it gives you, the teacher, an action plan.

- While a state test may explain that a 4th grader is struggling with 4th grade skills, it won't usually tell you why. The Diagnostic Assessment adapts to allow educators to see, for example, if that 4th grader is struggling because she never mastered phoneme blending and segmentation skills from grade 1.
- Reports provide detailed information about individual students and help you group students for instruction.
- Reports also provide helpful resources to support your classroom practice:
  - Tools for Instruction: hundreds of lesson plans available as PDFs in the "Resources" tab, and recommended based on student needs in the Student Profile Report and Instructional Grouping Profile Report.
  - Specific recommendations for using other Curriculum Associates products you may already have in your classroom. Particular products and lessons are recommended for particular students.
- INSTRUCTION If your school has purchased *i-Ready Diagnostic & Instruction*, the Diagnostic will place your students automatically into an individualized and automated online instruction program.

Understanding the *i-Ready* Diagnostic Assessment

The Diagnostic is designed to keep students engaged. Each test (Math and Reading) has an opening sequence that grabs students' attention and explains how to answer test items. During their tests, students are provided with intermittent breaks in order to maximize their performance and promote their investment and engagement with the assessment.

Opening sequence of the Math Assessment



Opening sequence of the Reading Assessment

Diagnostic Break

Math Diagnostic Game

How Long Does the Test Take?

- We strongly recommend that you allocate **two** 40- to 45-minute class periods per subject for students to take the Diagnostic, so they don't feel rushed. For younger or special education students, you may want to provide shorter test sessions. Teachers report that the less rushed students feel when taking the test, the more accurate their scores are.
- The Diagnostic takes approximately 35–60 minutes per subject.
- The Diagnostic Assessment is not timed.
- Bear in mind that all students test at their own speed, so there may be some variation in these testing times.

Stopping, Restarting, and Resetting Tests

- Students can stop a test one day and pick it up where they left off the next day.
- The system will save student data, even if the Internet browser closes accidentally.
- Resetting tests to start at the beginning is only possible if a test is in progress. **Once a test has been submitted as complete, it can no longer be reset.** That's why it is important to make sure your students are adequately prepared for taking the test (see below). For more information on resetting tests, see Appendix A.
- Please note that if a student does not complete a test within 21 days, the test will expire. This is in line with best practices in educational research to limit the window of time in which an assessment is in progress to protect the validity of test results and the integrity of your data. No action is needed on your part to expire the test. The student will receive a new test in the event the test expires.

How Often Can the Diagnostic Be Administered?

We recommend administering the Diagnostic Assessment every 12–18 weeks. Allowing for this window ensures that students have sufficient exposure to Instruction (*i-Ready* or classroom) and can demonstrate growth.

For more Frequently Asked Questions about the Diagnostic Assessment, see the "Frequently Asked Diagnostic Assessment Questions" section later in this chapter.

Skills Assessed by the Diagnostic Assessment

The following two charts outline the domains in Reading and Math that are assessed by the Diagnostic, as well as the grade-level difficulty of the skills.

Reading Skills

Domain (Grade-Level Difficulty of Questions)		Skills Assessed
Foundational Skills	Phonological Awareness (Grades K–1)	• Rhyme Recognition • Phoneme Identity and Isolation • Phoneme Blending and Segmentation • Phoneme Addition and Substitution • Phoneme Deletion
	Phonics (Grades K–4)	• Letter Recognition • Consonant Sounds • Short and Long Vowels • Decoding One- and Two-Syllable Words • Inflectional Endings; Prefixes and Suffixes • Digraphs and Diphthongs • Vowel Patterns • Decoding Longer Words
	High-Frequency Words (Grades K–3)	• Words from Dolch and Fry lists
Vocabulary (Grades K–12)		• Academic and Domain Specific Vocabulary • Word Relationships • Word-Learning Strategies • Use of Reference Materials • Prefixes, Suffixes, and Word Roots
Comprehension: Informational Text (Grades K–12)		• Author's Purpose • Categorize and Classify • Cause and Effect • Drawing Conclusions/Making Inferences • Fact and Opinion • Main Idea and Details • Message • Summarizing/Retelling • Text Structure • Determining Word Meaning • Compare and Contrast Across Different Texts and Mediums • Analysis of Close Reading of a Text • Citing Textual Evidence
Comprehension: Literary Text (Grades K–12)		• Point of View and Purpose • Cause and Effect • Drawing Conclusions/Making Inferences • Figurative Language • Story Elements • Summarizing/Retelling • Theme/Mood • Analyzing Character • Determining Word Meaning • Compare and Contrast Across Different Texts and Mediums • Analysis of Close Reading of a Text • Citing Textual Evidence

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Math Skills

Domain (Grade-Level Difficulty of Questions)		Skills Assessed
Number and Operations (Grades K–8)		• Counting and Cardinality • Base Ten—Whole Numbers and Decimals – place value, compare, add, subtract, multiply, divide • Fractions – model, compare, add, subtract, multiply, divide • Rational Numbers – model, compare, add, subtract, multiply, divide
Algebra and Algebraic Thinking	(Grades K–8)	• Operations and Algebraic Thinking – fluency, number relationships, properties, solving word problems • Expressions and Equations – variables, exponents, solving word problems • Ratio and Proportional Relationships – percent, rate, lines and slope • Functions – linear and non-linear
	(Grades 9–12)	• Number and Quantity – Irrational numbers, complex numbers, and vectors, • Algebra – Polynomial expressions, equations, and inequalities • Functions – Linear, exponential, quadratic, polynomial, rational, root, logarithmic, and trigonometric
Geometry (Grades K–8)		• Two-Dimensional Shapes • Three-Dimensional Shapes • Lines, Segments, Points, Rays, and Angles • Symmetry and Transformations • Congruence and Similarity • Coordinate Geometry • Pythagorean Theorem
Geometry and Measurement (Grades 9–12)		• Geometry – Proofs, spatial geometric reasoning, circles, and right triangle trigonometry • Statistics and Probability – Statistical models, correlations, conditional probability, and expected value.
Measurement and Data (Grades K–8)		• Measurement Units and Tools: Customary and Metric • Time, Money, Length, Capacity, Weight and Mass • Geometric Measurement • Area, Perimeter, Surface Area, Volume • Creating and Interpreting Graphs • Data Analysis and Statistical Measures • Probability Concepts

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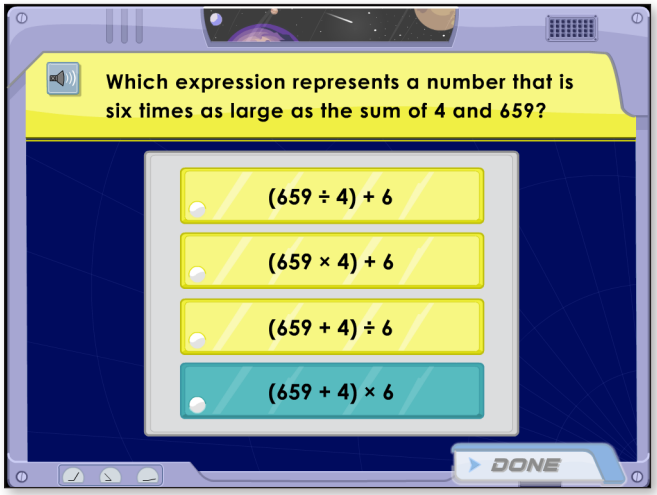
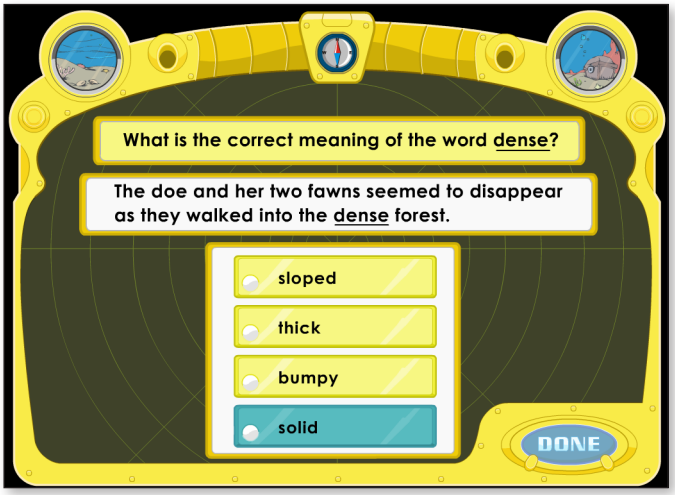
The Student Test-Taking Experience

Diagnostic Assessment Items

- All test questions are multiple choice.
- In Reading, some questions are grouped as a set with a single reading passage. (See "Reading Passages with Multiple Items," on the next page.)
- Depending on a question's level of difficulty, there will be three or four answer choices.
- To view sample questions for each domain and grade level, go to the "Resources" tab.



Sample Math question

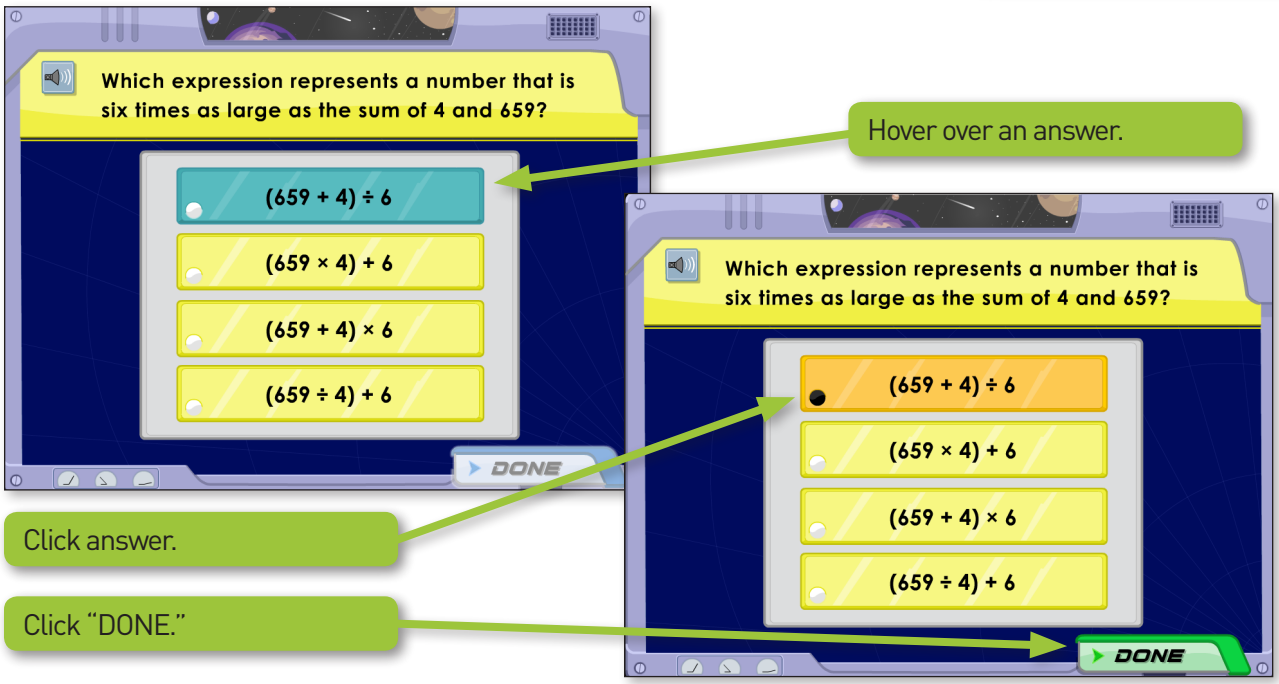


Sample Reading question

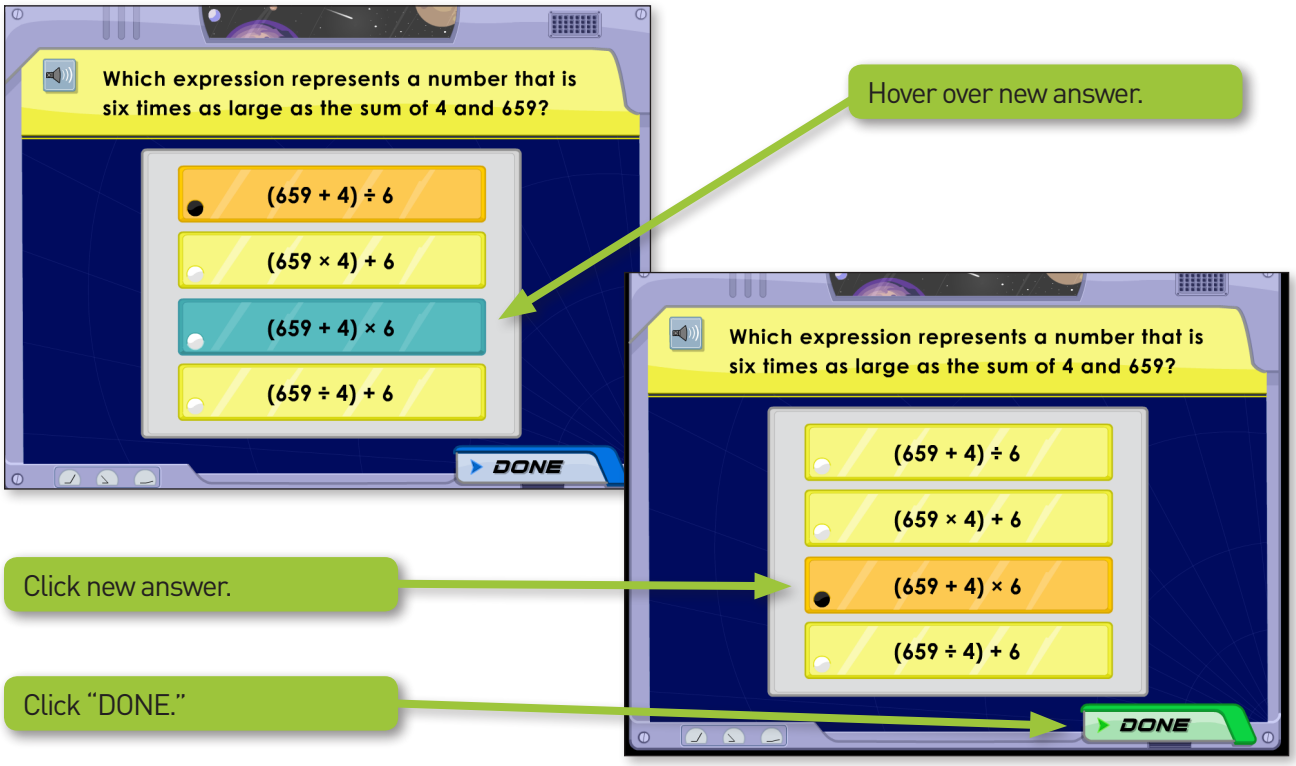
Answering Assessment Items

- To answer an item, students simply click on the answer they think is correct, and then click the "DONE" button to move on to the next question. Note that an answer will highlight blue when it is hovered over, and will turn orange when it is clicked.

Reproducibles are available to help you introduce students to the Diagnostic Assessment. See Appendix C.

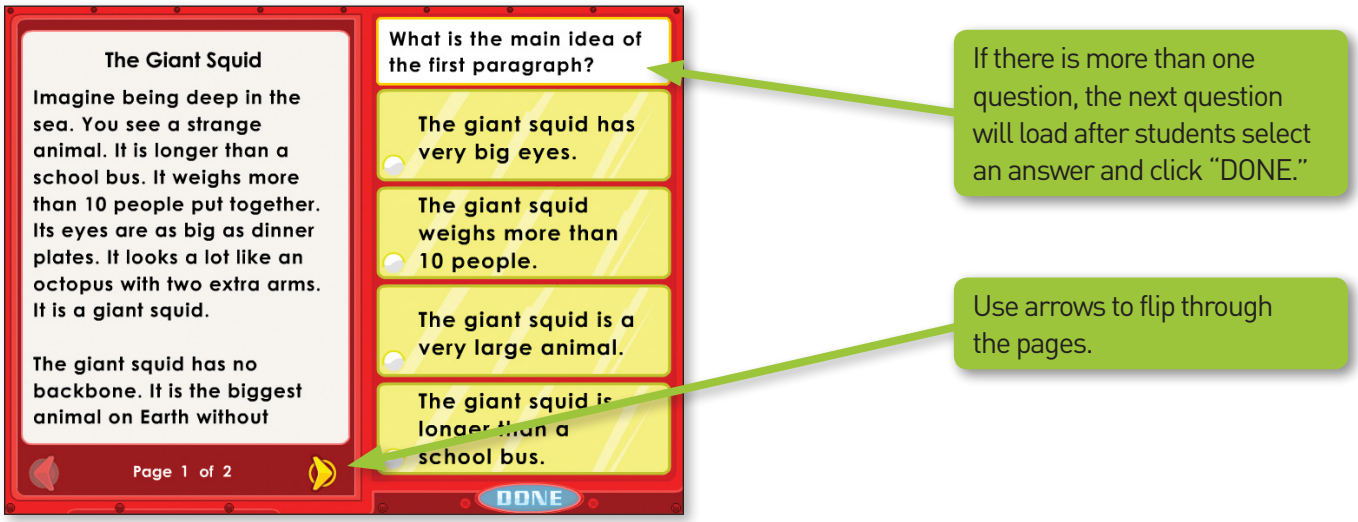


- If a student changes her mind about an answer before she clicks "DONE," she simply clicks the answer she wants and then clicks "DONE."



Reading Passages with Multiple Items

- In the Reading Diagnostic Assessment, some groups of questions refer to a single reading passage. These reading passages usually have multiple pages.
- Students have to click the arrow at the bottom of the reading passage to flip through the pages.
- The same question remains displayed as they flip through the pages.
- Students choose their answer and click "Done."
- A new question about the same passage will then load. Students can use the arrows to reread the passage as needed to answer the new question.



Items with Audio Support

Audio support is provided for some Math questions and for some Reading questions. In Math for grades K–5, all questions have optional sound to ensure the test is assessing math skills, not reading skills. Sound is provided with reading questions that test students' foundational skills. When a question has audio support, you will see an audio button.

Audio buttons look like this at first. When hovered over, they look like this.

When the cursor hovers over an audio button, the button will play audio prompts for students. Students do not have to click audio buttons to hear sound.

Diagnostic Domains That Have Sound

Reading	Question Grade Level(s)	Reason for Sound
Reading Comprehension	K	To assess listening comprehension
Phonological Awareness	K–1	This domain typically is taught in earlier grades, where audio and visual prompts are helpful in assessing a student.
Phonics	K–3	This domain typically is taught in earlier grades, where sound may be necessary to support learning.
High-Frequency Words	K–3	This domain typically is taught in earlier grades, where sound may be necessary to support learning.
Vocabulary	K–2	It is important to assess vocabulary knowledge independently of decoding ability.
Math	**Question Grade Level(s)**	**Reason for Sound**
All Domains	K–5	Audio prompts are utilized to ensure that items are accurately assessing math skills, not reading skills.

Prior to Test Day: Preparing to Administer the Diagnostic Assessment

Getting Organized

Follow these steps to make sure administration goes smoothly.

1. **Check Compatibility and System Requirements**

   Your school or district has likely performed this compatibility check prior to purchasing *i-Ready Diagnostic & Instruction*. You should ensure a system check was run on the exact computers students will be using for the Diagnostic. If not, information on how to check compatibility and system requirements can be found by going to http://www.i-ready.com/support and clicking on "System Requirements," which opens an easy-to-use document.

2. **Gather Materials Needed**

   Make sure the following will be available for all students on test day:

   - Headphones for every student
   - Scrap paper and pencils for Math assessment
   - Calculators should not be allowed, as this can lead to an inaccurate representation of a student's ability.
   - Materials for students who finish early (silent reading book, etc.)
   - Print student usernames and passwords. To do this:
     - Login to *i-Ready*.
     - Click on the "Roster" tab.
     - Click on the desired class.
     - Click the "Print Passwords" button at the bottom of the pop-up.
     - This will print sheets of paper slips containing student usernames and passwords that can be cut out and given directly to students.

For a checklist to help you prepare to administer the Diagnostic Assessment, see the "Test Day: Administering the Diagnostic Assessment" section later in this chapter.

3. **Prepare for Special Considerations**

   Consider whether any special education accommodations or modifications are required, and make any necessary preparations.

4. **Schedule the Test**

   - The Diagnostic Assessment will automatically be assigned to all students in your classes.
   - Note that your administrator may set a recommended testing window within which you will need to administer the test. To find out whether a recommended window has been assigned:
     - Log in.
     - Click on the "Home" tab.
     - If your district administrator has set test windows, you see the recommended windows in the lower right section of your "Home" page.

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5. **Computer Lab Logistics**
   - Be sure to schedule your computer lab well in advance, if needed for this test.
   - The Diagnostic for each subject takes students anywhere from 35 to 60 minutes. We strongly recommend blocking off two 40- to 45-minute periods for each student to take each test (total of four, 40–45 minute periods in computer lab).

6. INSTRUCTION **Decide Whether to Enable Instruction**

   As previously mentioned, you should decide in advance if you wish to enable Instruction so that students can begin lessons immediately after the test. Remember that Instruction is disabled by default, unless you take action. For more information on this, refer back to the "Enabling/Disabling Instruction" portion of Chapter 1.

Preparing Your Students

The following information can help to make students more comfortable with the Diagnostic Assessment.

1. **Frame the Diagnostic for students.**

   Set student expectations prior to the Diagnostic by having a discussion about the test. It's helpful to make the following points clear to students:
   - "The *i-Ready Diagnostic* gives each student an individualized test, based on how you answer each question. If you answer a question correctly, *i-Ready* will give you a harder question, and if you miss a question, *i-Ready* will give you an easier question. That's how it determines your skill levels. It's kind of like trying on shoes—you try on several sizes and styles until you find a pair that fits. Try your best! You might not yet have learned some of the content you will encounter on the test and that is okay."
   - "Also, based on how you do in *i-Ready*, I will know exactly what you have learned already and what you need to learn, so I can make the best use of your time in my class."
   - "It is important to take your time and not rush, otherwise you may need to retake the test."
   - INSTRUCTION "Then, based on how you do in the assessment, you will automatically be assigned the lessons that are designed to build your skills. Each of you will work on the lessons you need. When you take lessons, you can earn credits to play games. Everyone will get to see the games, but you may see them at different times."

2. **Review computer lab or classroom computer procedures.**

   You may want to consider the following prior to test day:
   - If using laptops, ensure they are fully charged and/or have a power source.
   - Bookmark the *i-Ready* login page (login.i-ready.com) on every computer.
   - The total amount of time provided for testing periods. In order to assure students that they don't need to rush, you might say something like this: "We have X number of minutes to work on this test today. However, we will also have X minutes tomorrow to finish up this (subject) test, so there is no need to rush." Again, once completed, tests cannot be reset.
   - For younger students, we recommend having more than one adult present during the test session.
   - Students will need to have paper and pencil for the Math Diagnostic.

3. **Model and discuss the test-taking experience.**
   - Show the example(s) of the:
     - Login screen (Figure C-1).
     - Study buddy (Figure C-2) and theme selection screen (Figure C-3).
     - Subject selection screen (Figure C-4).
     - "Start Test" Screens (Figure C-5 and/or Figure C-6). Choose the background theme that seems most age appropriate.
     - Student Application Landing Page Screens (Figure C-7 and/or Figure C-8). Choose the background theme that seems most age appropriate.
     - Math Item Navigation Screens, with Audio (Figures D-1 and D-2).
     - Reading Item Navigation Screens, with Audio (Figures D-3 and D-4).
     - Reading Passage with Multiple Questions Screen (Figure D-5).

Reproducibles are available to help you introduce students to the Diagnostic Assessment. See Appendix C and Appendix D.

4. **Use the following checklist to ensure you and your students are ready for the Diagnostic Assessment.**

Checklist: Preparing for the Diagnostic Assessment

Have you...	
	...framed the Diagnostic for students?
	...reviewed procedures for the computer lab or use of classroom computers?
	Seating plan
	Bathroom breaks
	Total testing time for this session
	Extra test proctors needed/available?
	...modeled and discussed the Test-Taking Instructions?
	Where to get usernames and passwords
	How to log in
	How/when to begin the test
	How to answer a question and move on to the next one
	How to navigate reading passages that span multiple pages
	Use of scrap paper and pencil for Math assessment
	Calculators are not allowed for this test (although some questions have a built-in calculator)
	Encourage students not to rush and allow enough testing time so they do not feel a need to rush.
	Remind students: *Try your best! You might not yet have learned some of the content you will encounter on the test, and that is okay!* If you wish to ensure the assessment has been completed, tell students: *Please do not log out after you finish the assessment.*
	...checked materials?
	Headphones for all students
	Scrap paper and pencils for Math test
	Materials for students to work on if they finish early
	Laptops are charged and/or have power source

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Test Day: Administering the Diagnostic Assessment

Follow these helpful suggestions to make test day go smoothly.

The Morning of Test Day

1. **Check your materials.**
   - Do you have headphones for each student?
   - If your students are taking the Math test, do they have scrap paper and pencils?
   - Have you reminded students that they cannot use calculators? (unless the question specifically provides a built-in calculator)
   - Do you have a backup plan for early finishers? Consider having books available to read silently.
   - If you have enabled Instruction for each student, you might allow students to begin working on instructional lessons and exploring the student homepage (study buddies, themes, and games) immediately after the test. Note that this could be distracting to other students who are still working on the assessment.

2. **Present Test-Taking Instructions.**
   - We recommend giving students a brief refresher on classroom/testing procedures and instructions, and letting them ask any questions they might have. Use the Test-Taking Instructions provided in the checklist on the previous page.
   - The test is not timed on the computer, but you should explain what window of time you have allotted for each session (Reading and Math).

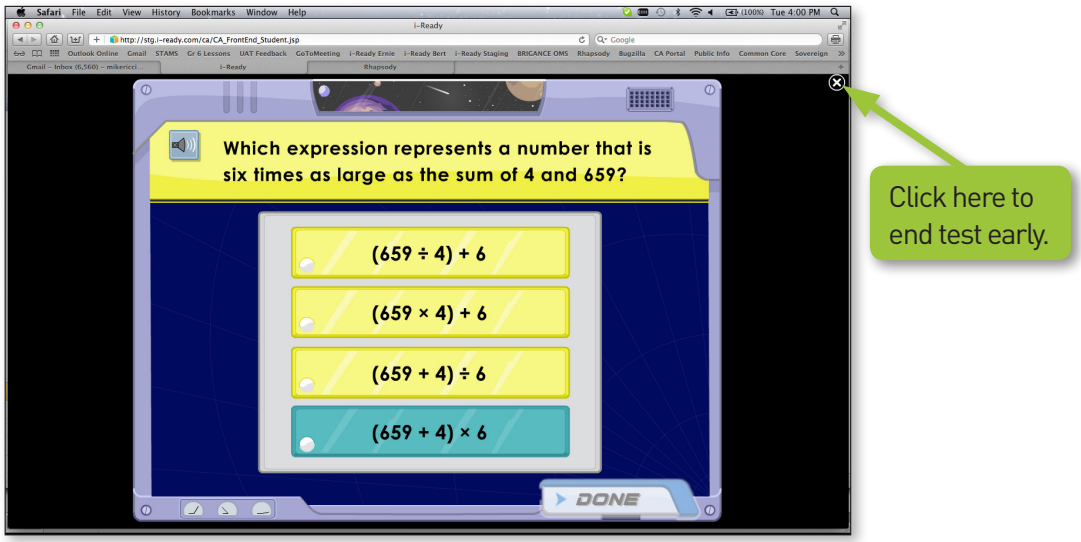
During the Test

Resist the urge to help.

The test is designed to measure students' strengths and weaknesses, so it's best to allow students to simply try their best *without* teacher help.

Ending a test before completion.

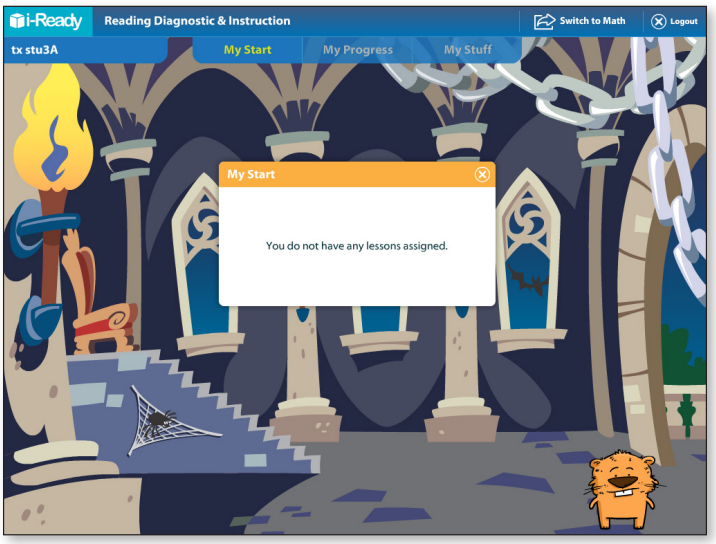
If a student does not finish in the allotted time, or if a student has to stop his test for any other reason, you can simply click on the white "X" on the upper right corner of the screen (see screenshot below) and then have the student log out. The next time the student logs in and clicks "Start Test," he will be taken to the exact spot where he previously left off.



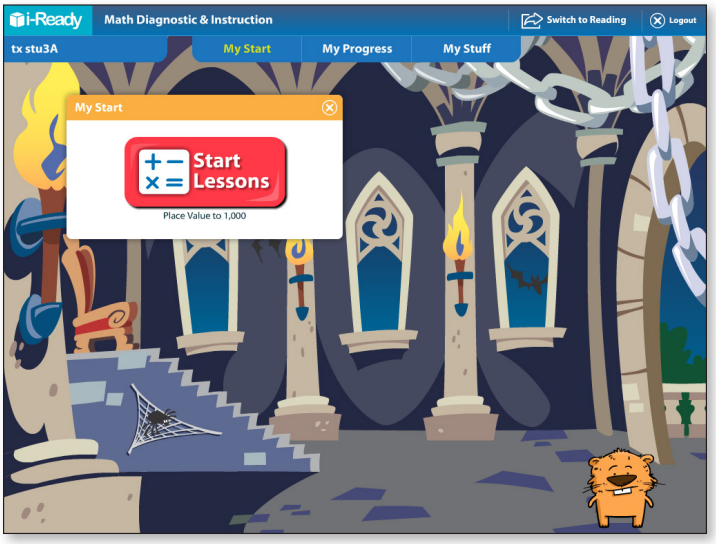
After the Test

1. Check test completion.

It's helpful to ask students to stay logged in after they have finished with the assessment. That way you can take a look at their screen to ensure they have completed the Diagnostic. Students' screens will show the student application page, with a message stating: "You do not have any lessons assigned" if Instruction is disabled.



Students' screens will show the student application page, with a "Start Lessons" button showing if Instruction is enabled.



2. Look at reports.

See Chapter 3 to learn how you can obtain a wide variety of information about student performance by using the *i-Ready* Reports. These reports will enable you to immediately plan appropriate instruction.

3. Discuss test results with students.

After students complete the assessment, you may wish to show them one or more of their Student Profile reports in a private conference. Bringing the students into the process helps them understand that this is an important tool that you will use to drive instruction that helps them learn and grow academically. Point out to them what they do know, and then show them what they will be working on as they move forward in their instruction. For more information about all *i-Ready* Reports, see the "Using Reports" section of Chapter 3.

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Frequently Asked Diagnostic Assessment Questions

Teacher Diagnostic Assessment FAQs

The following table answers the questions teachers ask most frequently.

Teacher Question	Answer
Why are some questions so hard?	To enable a precise assessment, the Diagnostic is designed so that students will answer some questions incorrectly. That's why it will challenge them with a more difficult question after each correct answer. Thus, high-performing students who are accustomed to scoring well on tests may feel particularly challenged. Further, many items associated with a particular grade will match current expectations, but the Common Core State Standards (CCSS) have a lot of additional expectations. Questions based on those additional expectations may feel more rigorous to students.
Can my students skip questions?	No, students are not able to skip questions. It is critical to the test design that students answer every question so that the test can adapt with an easier or more difficult question. The test needs to be able to see what students know and don't know to accurately pinpoint their unique needs.
Why are my student scores lower than expected at the start of the school year?	Most students take the Diagnostic at the beginning of the school year, when "last year's content" is the latest they've received. For example, if a new fourth grader scores at a third-grade level, this is likely because he has not yet been exposed to fourth-grade content.
Why are my students seeing content that they haven't learned yet?	The Diagnostic Assessment adapts based upon what students should know according to the Common Core State Standards. Some states teach concepts in different grades, and the criteria for grade-level success might be more rigorous than the criteria applied by your state.
Is the Diagnostic Assessment a timed test?	No, however you may want to create your own allotted time windows for the test. We recommend two 45-minute class periods per subject.

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Student Diagnostic Assessment FAQs

The following chart suggests how you might respond to the questions students frequently ask.

Student Question	Answer
What is *i-Ready*? or Why do we have to take this test?	The *i-Ready Diagnostic* gives each student an individualized test, based on how you answer each question. If you answer a question correctly, *i-Ready* will give you a harder question. If you miss a question, *i-Ready* will give you an easier question. The process continues in this way, until *i-Ready* determines your skill levels. It's kind of like trying on shoes—you try on several sizes and styles until you find a pair that fits. Also, based on how you do in *i-Ready*, I will know exactly what you have learned already and what you still need to learn, so I can make the best use of your time in my class. INSTRUCTION Then, based on how you do in the assessment, you will automatically be assigned the lessons that are designed to build your skills. Each of you will work on the lessons you need.
Does this count for our grade?	This doesn't count towards your grade, but it does help me figure out what sorts of assignments to give you later, and those may be part of your grade.
INSTRUCTION Can we play games or do lessons after the test?	**If disabling Instruction on test day:** You won't be able to play games or start lessons today, because today is only for testing. But we will be starting work on lessons and playing games really soon. **If enabling Instruction on test day:** You may check out the student homepage right after you finish your test. Check out all the themes and study buddies you can pick. Then, you can start your first lesson, where you can earn credits for playing games!
Can I ask for help during the test?	I can't help you on test questions because I want to see what you know on your own. You should just give each question your best shot.
What happens if I don't understand what a question is asking me?	Just try your best. You might not yet have learned some of the content you encounter on the test, but that's okay because that's how this test is designed. Remember, this test is different from other tests you've taken.
Can I skip a question?	No. This test is designed so you have to answer every question. Always select what you think is the best answer, even if you aren't completely sure.

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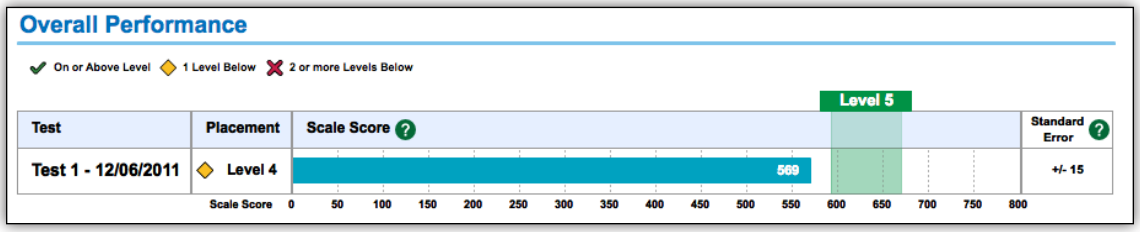
Chapter 3: Using Reports to Analyze Diagnostic Assessment Results

In this chapter you'll learn how to read student results from the Diagnostic and Progress Monitoring Assessments, and get detailed descriptions of the various reports and how to use them.

Understanding Test Scoring

Scale Scores

Scale scores allow us to put everything on a single continuum so that we can compare across grade levels. Scale scores are a metric indicating that a student has mastered skills up to a certain point, and still needs to work on skills that come after that point. The scale score is a common language across grades and schools. When looking at these scores, it's important to note that the first number in a scale score does not equate to a grade level. For example, a scale score in the 500s does NOT mean that a student's grade-level placement is fifth grade.



Scale Score and Placement Level as seen in the Student Profile Report

Placement Levels

The placement level is the practical day-to-day language that helps teachers determine what level of skills to focus on with a particular student. Placement levels can be simply "Level 4," or can be ranked as early, mid, or late Level 4. Placement levels indicate where students should be receiving instruction, either online or in the classroom (e.g., students that fall within a particular scale score range need to work on early-fourth grade skills).

Reading Overall Scale Score Placement Table

Reading Placements	Student Grade Level												
Student Placement Level	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Below K	0 - 361	0 - 346	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Level K	362 - 479	347 - 433	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418	0 - 418
Level 1	480 - 536	434 - 536	419 - 490	419 - 475	419 - 475	419 - 475	419 - 475	419 - 475	419 - 475	419 - 475	419 - 475	419 - 475	419 - 475
Level 2	537 - 560	537 - 560	491 - 560	476 - 513	476 - 498	476 - 498	476 - 498	476 - 498	476 - 498	476 - 498	476 - 498	476 - 498	476 - 498
Level 3	561 - 800	561 - 602	561 - 602	514 - 602	499 - 556	499 - 541	499 - 541	499 - 541	499 - 541	499 - 541	499 - 541	499 - 541	499 - 541
Level 4	NA	603 - 800	603 - 635	603 - 629	557 - 629	542 - 580	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565	542 - 565
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640	566 - 597	566 - 582	566 - 582	566 - 582	566 - 582	566 - 582	566 - 582
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653	598 - 653	583 - 608	583 - 593	583 - 593	583 - 593	583 - 593	583 - 593
Level 7	NA	NA	NA	NA	654 - 800	654 - 669	654 - 669	609 - 669	594 - 619	594 - 604	594 - 604	594 - 604	594 - 604
Level 8	NA	NA	NA	NA	NA	670 - 800	670 - 684	670 - 684	620 - 684	605 - 639	605 - 624	605 - 624	605 - 624
Level 9	NA	NA	NA	NA	NA	NA	685 - 800	685 - 703	685 - 703	640 - 703	625 - 651	625 - 636	625 - 636
Level 10	NA	NA	NA	NA	NA	NA	NA	704 - 800	704 - 723	704 - 723	652 - 723	637 - 659	637 - 644
Level 11	NA	NA	NA	NA	NA	NA	NA	NA	724 - 800	724 - 735	724 - 735	660 - 735	645 - 667
Level 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	736 - 800	736 - 800	736 - 800	668 - 800

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Math Grades K–8 and Integrated High School Overall Scale Score Placement Table

Mathematics Placements	Student Grade Level												
Student Placement Level	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Below K	0 - 372	0 - 356	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Level K	373 - 454	357 - 430	0 - 415	0 - 415	0 - 415	0 - 415	0 - 415	0 - 415	0 - 415	0 - 415	0 - 415	0 - 415	0 - 415
Level 1	455 - 496	431 - 496	416 - 452	416 - 437	416 - 437	416 - 437	416 - 437	416 - 437	416 - 437	416 - 437	416 - 437	416 - 437	416 - 437
Level 2	497 - 506	497 - 506	453 - 506	438 - 467	438 - 452	438 - 452	438 - 452	438 - 452	438 - 452	438 - 452	438 - 452	438 - 452	438 - 452
Level 3	507 - 800	507 - 516	507 - 516	468 - 516	453 - 477	453 - 463	453 - 463	453 - 463	453 - 463	453 - 463	453 - 463	453 - 463	453 - 463
Level 4	NA	517 - 800	517 - 530	517 - 530	478 - 530	464 - 487	464 - 472	464 - 472	464 - 472	464 - 472	464 - 472	464 - 472	464 - 472
Level 5	NA	NA	531 - 800	531 - 540	531 - 540	488 - 540	473 - 497	473 - 482	473 - 482	473 - 482	473 - 482	473 - 482	473 - 482
Level 6	NA	NA	NA	541 - 800	541 - 581	541 - 564	498 - 564	483 - 507	483 - 492	483 - 492	483 - 492	483 - 492	483 - 492
Level 7	NA	NA	NA	NA	582 - 800	565 -574	565 -574	508 - 574	493 - 517	493 - 502	493 - 502	493 - 502	493 - 502
Level 8	NA	NA	NA	NA	NA	575 - 800	575 - 585	575 - 585	518 - 585	503 - 529	503 - 514	503 - 514	503 - 514
Level 9	NA	NA	NA	NA	NA	NA	586 - 800	586 - 598	586 - 598	530 - 598	515 - 555	515 - 540	515 - 526
Level 10	NA	NA	NA	NA	NA	NA	NA	599 - 800	599 - 610	599 - 610	556 - 610	541 - 563	527 - 548
Level 11	NA	NA	NA	NA	NA	NA	NA	NA	611 - 800	611 - 629	611 - 629	564 - 629	549 - 571
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Math Traditional High School Overall Scale Score Placement Table

Mathematics Placement	Student Grade Level			
Student Placement Level	Grade 9	Grade 10	Grade 11	Grade 12
Level K	0 - 415	0 - 415	0 - 415	0 - 415
Level 1	416 - 437	416 - 437	416 - 437	416 - 437
Level 2	438 - 452	438 - 452	438 - 452	438 - 452
Level 3	453 - 463	453 - 463	453 - 463	453 - 463
Level 4	464 - 472	464 - 472	464 - 472	464 - 472
Level 5	473 - 482	473 - 482	473 - 482	473 - 482
Level 6	483 - 492	483 - 492	483 - 492	483 - 492
Level 7	493 - 502	493 - 502	493 - 502	493 - 502
Level 8	503 - 514	503 - 514	503 - 514	503 - 514
Algebra 1	515 - 598	515 - 529	515 - 540	515 - 540
Geometry	599 - 610	530 - 610	541 - 563	541 - 548
Algebra 2	611 - 629	611 - 629	564 - 629	549 - 571
CCR Math	630 - 800	630 - 800	630 - 800	572 - 800

How to read these tables:

- Determine the student's grade.
- Look at that column to see the range of scores that student should have in order to be considered on-level for his grade.
- For example:
  - On the Math Assessment, a student in fourth grade needs to score between 490 and 574 to be considered on-grade-level for math.
  - On the Reading Assessment, a student in fourth grade needs to score between 557 and 627 to be considered on-grade-level for reading.
- Note that these charts reflect overall scores for both Math and Reading. There are different scale-score ranges for each domain.

Why Scale Score Ranges Overlap

To understand why scale score ranges overlap for on-grade levels, think about how students progress from one grade to the next in school. For a student to advance from third to fourth grade, he doesn't need to have mastered every single skill in third grade. Even if he hasn't mastered every third-grade skill, he is still able to succeed on many fourth-grade skills. In fact, there are plenty of fourth-grade skills that are easier to master than some of the third-grade skills. This fact helps explain why there are overlapping ranges for the scale scores.

Here's an example of a skill from an earlier grade level that is harder to master than a skill from the next grade level: Identifying how to correctly divide a multi-syllabic word into syllables (third-grade skill) is harder than matching a four- or five-syllable word that you hear spoken with a written word (fourth-grade skill).

Moreover, the *i-Ready* Diagnostic Assessment was built on the Common Core State Standards. As you know, "Common Core" skills are assessed throughout each grade. The hardest skills in the Common Core are substantially more difficult than what students have typically been required to grasp at that grade level. In fact, they are often more difficult than the skills a student would typically work on at the beginning of the next grade level.

Standard Error of Measurement

A student's overall scale score gives a measure of her true ability. Her ability may be slightly above or below what is represented by the actual scale score but it is usually within a range close to the scale score. That range is called the Standard Error of Measurement (or standard error). All tests have a standard error. We have included standard error because it is a best practice according to the Standards of Educational and Psychological Testing.

Here's how standard error works. All tests have a standard error. Imagine a student were to take the diagnostic and then imagine she could go back and take the same diagnostic again. She could score slightly differently each time for statistical reasons. However, these scores would be very close to each other and they will fall within the range known as the standard error.

So, if your student earned a scale score of 500 on the Math Diagnostic Assessment, her true ability may be slightly above or below this scale score. If you see a standard error of +/– 10, she could have scored between 490 and 510. Though this is the possible range, there is a higher likelihood that her true ability is much closer to her score of 500 (say between 495 and 505) rather than at the outside end of this range (say, between 490 and 495 or between 505 and 510).

Monitoring Progress

The Progress Monitoring reports are tools to help you check in on how your students are growing, understand how much growth you should expect from your students by the end of the year, and determine whether your students are on track to meet their targets by the end of the year. Use the reports to monitor how your students' growth is trending and decide whether you need to intervene in students' instruction.

How are my students performing?

The Progress Monitoring Assessments are general outcome measures that provide an overall scale score in reading and math, measured on the same vertical scale as the Diagnostic Assessments. Note that the Progress Monitoring Assessments are only available for students in grades K-8. View details on each of your student's Diagnostic and Progress Monitoring Assessments year-to-date in the student-level Progress Monitoring report to get a picture of your student's progress throughout the year, or view a summary of all your students' most recent assessments in the class-level Progress Monitoring report.

How much growth should I target for my students?

There are multiple ways of measuring growth, and the Progress Monitoring reports give you a variety of targets to consider for your students.

- Criterion-Referenced Growth Targets
  - *Target Student Growth:* Track student progress toward a scale score growth target set by your administrator for the student's grade and subject. This target is usually based on some portion of a year of growth that matches your district's goals and philosophies for growth. This end-of-year target is calculated by adding the expected scale score growth to your student's first Diagnostic score[1]. (Note: You will only see this target in your students' reports if it has been set by your administrator. Teachers should contact their administrators with any questions. Administrators can see Appendix B for details on how to set these targets.)
  - *On Grade Level:* Track student progress toward the scale score range that represents on-grade-level performance.
- Norm-Referenced Growth Targets
  - *Average Grade-Level Growth:* Track student progress toward the amount of scale score growth that students in this grade and subject typically make over the course of a year. This end-of-year target is calculated by adding average grade-level growth for your student's grade and subject to his/her first Diagnostic score[1].
  - *50% Student Performance:* Compare your student's growth to the performance of the typical (50th percentile) student, to determine how your student is performing relative to peers.

Considering your students' growth along all of these dimensions will give you a richer picture of your students' progress than looking at any one goal in isolation.

How do I interpret my students' growth, and tell if they are on track for end-of-year targets?

As a student completes Diagnostic and Progress Monitoring Assessments during the year, *i-Ready* analyzes how the student's growth is trending and estimates a projection of how much growth the student may achieve by the end of the year if the trend continues. You can then compare this Projected End-of-Year (EOY) Scale Score to expected yearly growth targets to determine whether your student is on track to achieve their growth targets by the end of the year.

If the student's Projected EOY Scale Score is greater than the standard error of measurement of the end-of-year growth target, then the student is on track to achieve that target by the end of the year. If the student's Projected EOY Scale Score is less than the standard error of measurement of the end-of-year growth target, then the student is not on track to achieve that target by the end of the year if they continue their current rate of growth. If the student is not on track for a target, you may want to consider if intervention is needed in the student's instruction to help the student achieve his/her goals.

Sometimes the difference between the student's Projected EOY Scale Score and the student's end-of-year growth target falls within the range of standard error. This means the student's Projected EOY Scale Score is likely to be close to the target, but the margin is too narrow to confidently project whether the student will end up meeting or falling below the target. You may also want to consider whether adjusting the student's instructional plan would be helpful in these cases.

1 The *Target Student Growth* and *Average Grade-Level Growth* targets suggested by *i-Ready* are based on 30 weeks of instruction. Students who complete their first Diagnostic test less than 30 weeks from June 1st will have their targets prorated in the Progress Monitoring reports.

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How is my student's Projected EOY Scale Score calculated?

i-Ready looks at all of a student's Diagnostic and Progress Monitoring Assessment results year-to-date to calculate the student's trend line. This trend line is called the Estimated Student Growth line in the *i-Ready* reports, and its end point is the student's Projected EOY Scale Score. The Estimated Student Growth line and Projected EOY Scale Score update every time your student completes a new Diagnostic or Progress Monitoring Assessment, so you will see this line change and become more accurate over the course of the year. As more data is gathered on your student during the year, *i-Ready* is able to refine the Estimated Student Growth line to increase the accuracy of its projection. At the beginning of the year, there are fewer data points on your students and so there is often greater error and more variability in the Estimated Student Growth line and Projected EOY Scale Score. Progress monitoring research indicates that approximately 3 months worth of data is often needed to form a reliably predictive trend line.

Note that certain factors may affect the accuracy of your student's Estimated Student Growth line and Projected EOY Scale Score. Each test is included in the line's calculation, so you may notice more error if you believe one or more of your student's tests was not representative of your student's true ability level; for example, if your student rushed through a test or was distracted. Taking multiple tests too close together can also introduce error and affect the integrity of your data, as students may not have received enough instructional time to demonstrate growth between assessments. We recommend taking the Diagnostic Assessment once every 12–18 weeks, and taking the Progress Monitoring Assessments once per month. A student's scores are expected to show some variation during the year. Due to this variation and the standard errors of measurement on the assessments, it is likely that assessment scores will both increase and decrease throughout the year. This should not be a cause for concern.

Why don't I see a Projected EOY Scale Score for all of my students?

i-Ready needs a minimum amount of reliable data before an Estimated Student Growth line and Projected EOY Scale Score can be calculated for a student. You will *not* see a projection for your student if:

- Your student has not yet completed at least 3 *i-Ready* assessments. (Can be any combination of Diagnostic or Progress Monitoring Assessments.)
- 28 days have not passed between your student's first and most recent assessment.
- There is a weak correlation between the student's assessment scores, indicating that one or more of the assessments may not be representative of the student's true ability level.
- There is a negative correlation between the student's assessment scores. (In other words, if the student is showing an overall decline in performance. Negative growth is not shown in the Progress Monitoring reports because it is highly likely that negative results are due to measurement error rather than a student truly regressing or losing skills.)
- If the student's data contain extreme outliers or highly erratic data points. For example, if the data's overall trend or range of scores is extremely unexpected for the student's grade, this likely indicates that a Projected EOY Scale Score would not be representative of the student's true ability level, and will not be calculated.

If a Projected EOY Scale Score cannot be confidently calculated for a student, then *i-Ready* will not be able to project whether the student is on track for their end-of-year targets. You will see "More Data Required" in these report columns, since more information is needed on the student's true growth rate before a prediction can be made. Your student's end-of-year growth targets will still be calculated, and you should use the Progress Monitoring reports to examine the student's assessment scores overall and compared to end-of-year targets.

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Using Reports

When your students finish the Diagnostic, reports are immediately available to indicate student skill level, for instructional grouping, for information on teacher-led instruction, and much more. This section explains the purpose of each report, what the intended use is, and defines the content of each report. It's a good idea to first ensure that all students have completed their Diagnostic Assessment so you can be certain the class reports reflect all student data.

i-Ready has reports at four levels—student, class, school and district. The school and district reports are available for our admin level users and are described in "Reports at a Glance" in the following section.

Start at the "Assignments" Tab

Under the green "Assignments" tab in the Teacher and Administrator Application:

1. Click the "Tests" sub-tab.
2. Select Class or Instructional Group.
3. Choose your Class or Instructional Group from the drop-down list.
4. Choose "Class Summary Most Recent Test" from the second drop-down list.
5. Check to see that all tests are marked "Completed"—not "In Progress" or "Not Started." That way you'll know that all students' data will be accounted for in the class reports.

Go to the "Reports" Tab

Under the "Reports" tab in the Teacher and Administrator Application:

1. Click the "Class Reports" sub-tab to view a list of the class-level reports, or click the "Student Reports" sub-tab to view a list of the student-level reports. Administrators can also click on the "School Reports" or "District Reports" sub-tabs to view a list of the school- and district-level reports.
2. Click the name of the report you wish to view. Move your mouse over the name of the report to show a preview of the report on the right, as well as the intended purpose of the report.
3. Choose your report criteria from the menu at the right.
4. Click "Create Report."
5. To view/save/print a report as a PDF, once a report opens up, click the orange "Print/Save" button at the top right-hand corner of your screen. The report will open as a PDF in a new browser window.

For more information on how to access reports, see the "Reports" tab section of Appendix A.

i-Ready Reports At-A-Glance

The following charts are a handy quick reference to all of the reports available to you in *i-Ready*.

On the "Student Reports" sub-tab

There are two types of reports on the "Student Reports" sub-tab: Individual Reports and Batch Reports. Use Individual Reports to pull up reports for specific students (i.e., pull up one report at a time). Use Batch Reports to download, print, or save the Student Profile Reports or Parent Reports for many students at one time, rather than running reports individually for each student.

Name of Individual Report	Use this report to...
Student Profile Report	...identify what instructional needs each of your students has, by class or instructional group, by student, and by domain, based on the Diagnostic Assessment. It also gives you recommended Curriculum Associates print resources and "Tools for Instruction," which are several hundred PDFs containing lessons you can use for individual, small-group, or whole-group instruction in your classroom.
Progress Monitoring Report	...check in on how your student is progressing against growth targets, and whether your student is on track to make expected growth by the end of the year.
INSTRUCTION Student Response to Instruction Report	...identify how each of your students is performing in online instruction, if they are making progress, and how much time they are spending completing online instruction.
Parent Report	...easily explain to parents how their students did on the initial Diagnostic or later assessments.
State Standards Performance Report (if applicable)	...identify how your students are performing against the standards for your state.
Common Core State Standards Performance Report (if applicable to your state)	...identify how your students are performing against the Common Core Standards, if applicable.

Name of Batch Report	Use this report to...
Student Profile Overview	Download a PDF of the Student Profile Report's Overview pages for multiple students at once. (Approximately 2–3 pages per student.)
Student Profile Detail	Download a PDF of the Student Profile Report details for multiple students at once. (Approximately 8–16 pages per student.)
Parent Report	Download a PDF of the Parent Reports for multiple students at once. (Approximately 2–3 pages per student.)

On the "Class Reports" sub-tab

Name of Class Report	Use this report to...
Class Profile Report	...plan instruction or instructional groupings by looking at domain-specific placements and results for your students.
Class Norms Report	...identify how your students are performing relative to their peers nationwide, as well as view and compare Lexile/Quantile measures for students in your class.
Progress Monitoring Report	...check in on how your students are progressing against growth targets, and whether your students are on track to make expected growth by the end of the year.
Instructional Grouping Profile Report	...identify how you can best group students for instruction.
INSTRUCTION Class Response to Instruction Report	...identify how your class is performing in online instruction, if they are making progress, and how much time they are spending completing online instruction.

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On the "School Reports" sub-tab

All of the School Reports are available to school and district administrators.

Name of Report	Use this report to...
Student Growth by Grade and Class	…analyze how much growth students have achieved between Diagnostic Assessments and see if they have met growth targets.
Performance by Grade and Class	... identifies performance and measures gains by grade and class within the school.
Needs Analysis by Grade	...provides an overview of needs by domain within the school to help allocate instruction and staff resources.
Export Diagnostic & Instruction Data	…use this feature to export student-by-student Diagnostic & Instruction data from your account.
Export Recommended Products Data	…use this feature to determine Curriculum Associates instructional material needs for each student.

On the "District Reports" sub-tab

All of the District Reports are available to district administrators.

Name of Report	Use this report to...
Student Growth by Grade and School	…analyze how much growth students have achieved between Diagnostic Assessments and see if they have met growth targets.
Performance by Grade and School	... view student performance and progress on the Diagnostic Assessment by school and grade.
Needs Analysis by Grade	... determine the domain-specific instructional needs of students in each grade in your district.
Export Diagnostic & Instruction Data	…use this feature to export student-by-student Diagnostic & Instruction data from your account.
Export Recommended Products Data	…use this feature to determine Curriculum Associates instructional material needs for each student.

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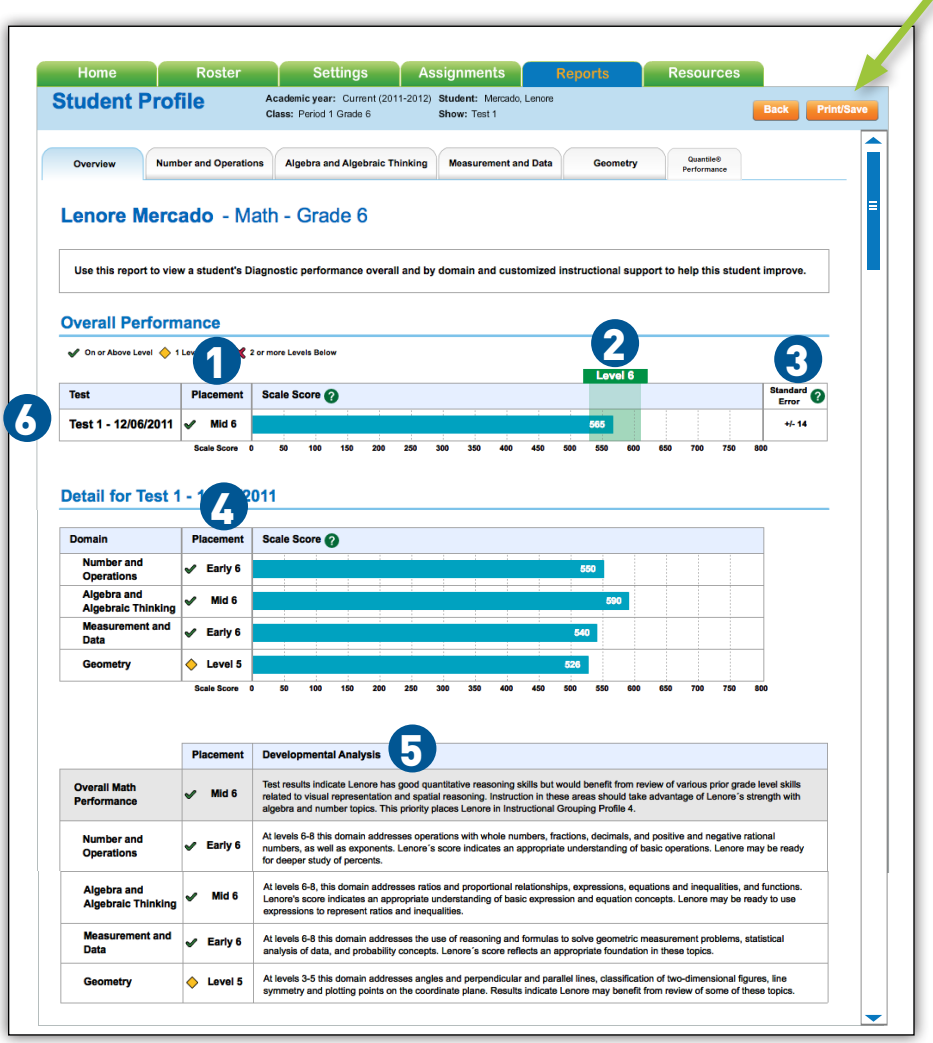
Student Profile Report - Overview Tab (Math)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Math, based on the Diagnostic Assessment. Use this report to give you a comprehensive look at a student's performance on the Diagnostic Assessment and to assess where you should go from here.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



1 **Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment. After each administration of the Diagnostic Assessment, results will automatically appear here. Up to four administrations of the test will appear.

2 **Student's Chronological Grade Level:** This green bar shows the range of scores that would typically be seen for a student to be on grade level.

3 **Standard Error:** All tests have some margin of error. This tells you what the margin of error is for this student's score. A smaller number indicates a higher degree of certainty that the scale score is accurate. For example, +/– 10 indicates that the reported scale score may be 10 points higher or lower than what is reported. Anything higher than a 20 may deem further investigation as it may be telling you that a student clicked through some of the answers without taking it seriously.

4 **Placement and Scale Score by Domain:** This shows the grade-level equivalent your student was placed at for each subject domain, as well as the corresponding scale score.

5 **Developmental Analysis:** This section gives you more insight into the domain placement levels. It can help you to make decisions about instruction for a particular student, since it highlights the most important areas of need.

6 **Test Duration Alert:** You may see a symbol like this when reviewing an individual student's overall performance. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, you may want to readminister the test.

Tips:

- Use this report when you need detailed information on particular students.
- Use this report with the Class Profile report and Instructional Grouping Profile report when making instructional decisions.
- The information in the Developmental Analysis section can be used when writing IEPs for your Special Education students.

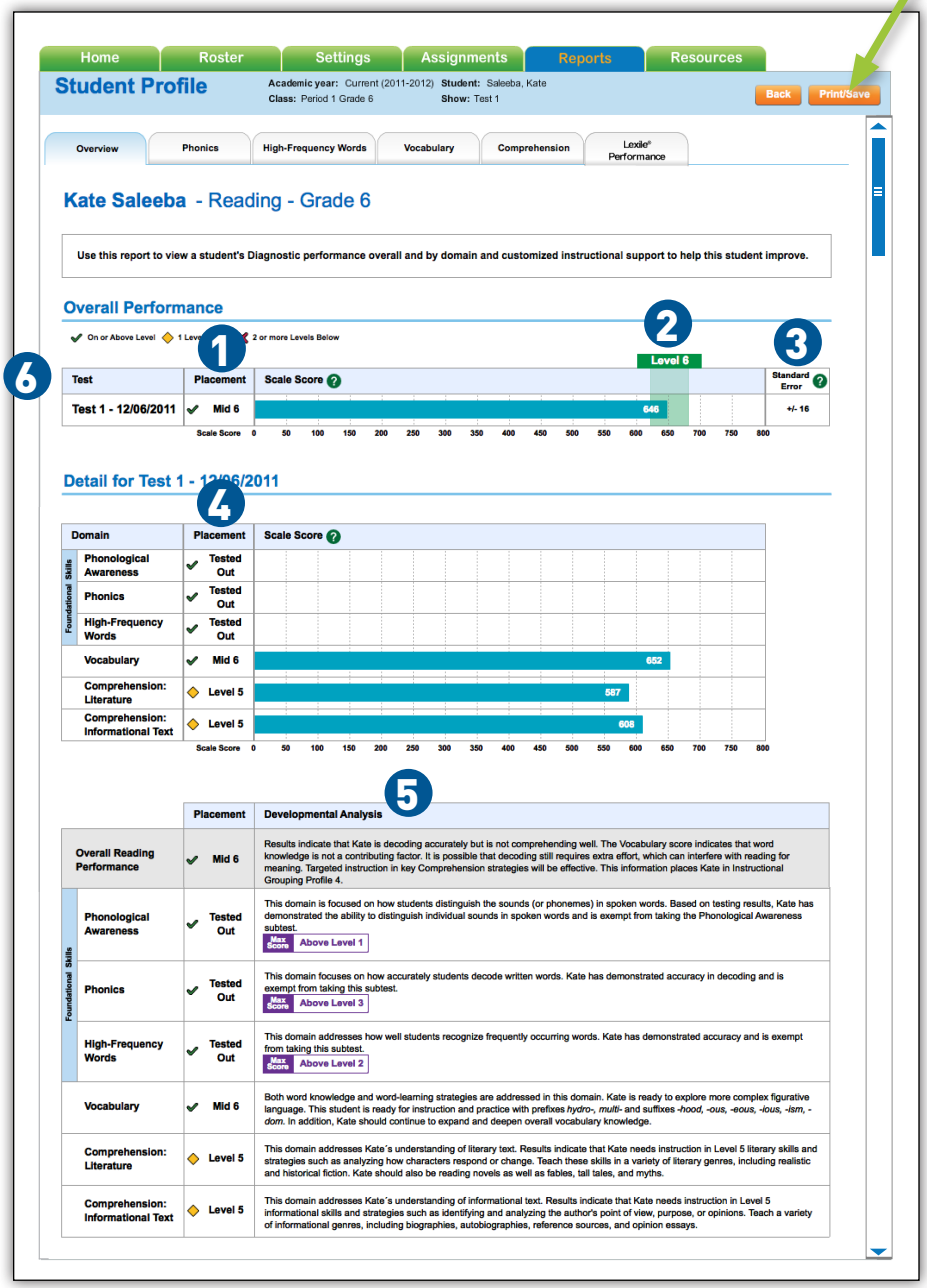
Student Profile Report - Overview Tab (Reading)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Reading, based on the Diagnostic Assessment. Use this report to give you a comprehensive look at a student's performance on the Diagnostic Assessment and to assess where you should go from here. Again, the Reading and Math versions of this report are identical except for the subject-specific content information.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



1. **Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment. After each administration of the Diagnostic Assessment, results will automatically appear here. Up to four administrations of the test will appear.
2. **Student's Chronological Grade Level:** This green bar shows the range of scores that would typically be seen for a student in this grade.
3. **Standard Error:** All tests have some margin of error. This tells you what the margin of error is for this student's score. A smaller number indicates a higher degree of certainty that the scale score is accurate. For example, +/– 10 indicates that the reported scale score may be 10 points higher or lower than what is reported. Anything higher than a 20 may deem further investigation as it may be telling you that a student clicked through some of the answers without taking it seriously.
4. **Placement and Scale Score by Domain:** This shows the grade-level equivalent your student was placed at for each subject domain, as well as the corresponding scale score.
5. **Developmental Analysis:** This section gives you more insight into the domain placement levels. It can help you to make decisions about instruction for a particular student, since it highlights the most important areas of need.
6. **Test Duration Alert:** You may see a symbol like this when reviewing an individual student's overall performance. This indicates that the student may have rushed through the test. Click the icon for more information. If you see this alert icon and the student's test results seem abnormal, you may want to readminister the test.

Tips:

- Use this report when you need detailed information on particular students.
- Use this report with the Class Profile report and Instructional Grouping Profile report when making instructional decisions.
- The information in the Developmental Analysis section can be used when writing IEPs for your Special Education students.

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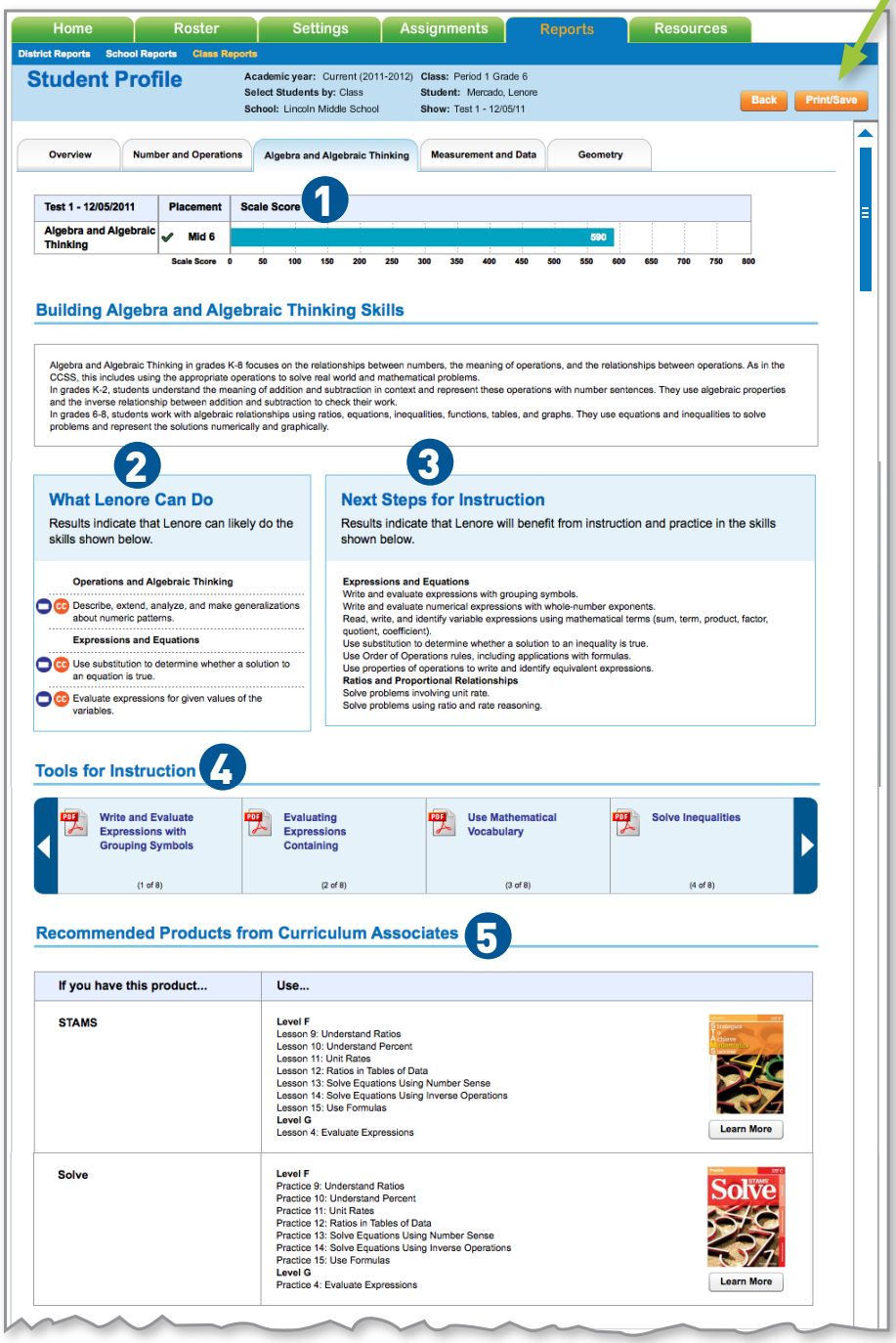
Student Profile Report - Domain-Specific Tabs (Math)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Math, based on the Diagnostic Assessment. It also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills with specific students. Note that domain tabs will be absent if a student tested out of or achieved the maximum score for that particular domain.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



1. **Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment.
2. **What (Student) Can Do:** This section identifies student strengths in this domain.
3. **Student Next Steps:** This section identifies the skills that you should target for instruction, since these are the areas that this student needs to strengthen.
4. **Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation.
5. **Recommended Curriculum Associates Products:** Use these paper-based products for targeted, data-driven instruction in your classroom.

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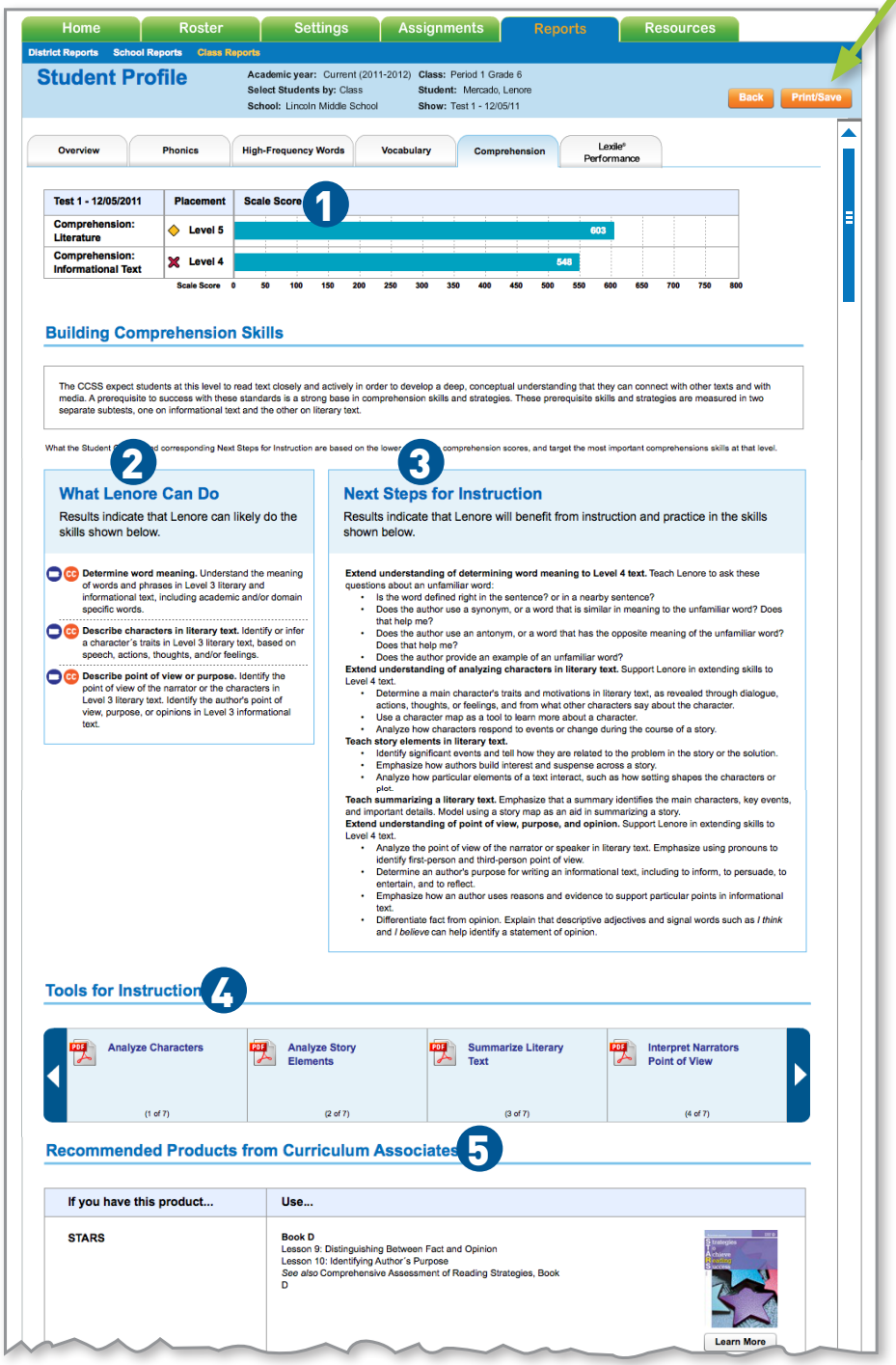
Student Profile Report - Domain-Specific Tabs (Reading)

What this report tells you: This report tells you the strengths and areas of need for each of your students in Reading, based on the Diagnostic Assessment. It also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills with specific students. Note that domain tabs will be absent if a student tested out of or achieved the maximum score for that particular domain.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



1. **Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment.
2. **What (Student) Can Do:** This section identifies student strengths in this domain.
3. **Student Next Steps:** This section identifies the skills that you should target for instruction, since these are the areas that this student needs to strengthen.
4. **Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation.
5. **Recommended Curriculum Associates Products:** Use these paper-based products for targeted, data-driven instruction in your classroom.

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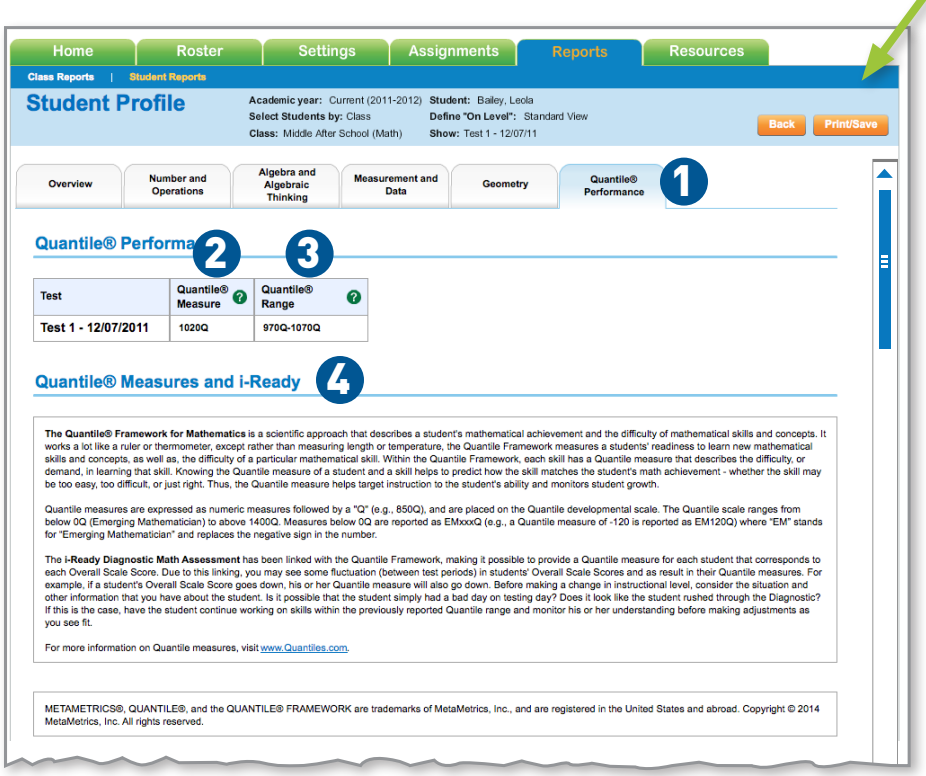
Student Profile Report - Quantile® Performance Tab (Math)

What this report tells you: The *i-Ready* Diagnostic Math Assessment has been statistically linked with the Quantile Framework. This report tab tells you your student's Quantile Measure and Quantile Range, based on the Diagnostic Math Assessment results. It also provides you with information on the Quantile Framework.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment and when monitoring student's progress after additional Diagnostic Assessments.

Click the "Print/Save" button to print or save a PDF version of any report.



1 **Quantile Performance:**[1] The *i-Ready* Diagnostic DiagnosticMath Assessment has been statistically linked with the Quantile Framework to provide students with a Quantile score each and every time they take the Diagnostic Math Assessment.

2 **Quantile Measure:** Your student's Quantile Measure, based on the selected Diagnostic Math Assessment results. A Quantile Measure represents a student's math ability.

3 **Quantile Range:** Your student's Quantile Range, based on the selected Diagnostic Math Assessment results. The Quantile Range represents the boundaries between easy math material for the student and the level at which the student will be more challenged.

4 **Quantile Measures and *i-Ready*:** Find information on the Quantile Framework for Math and its relationship with the *i-Ready* Diagnostic Math Assessment.

1 Quantile® information is available for students in grades K–8.

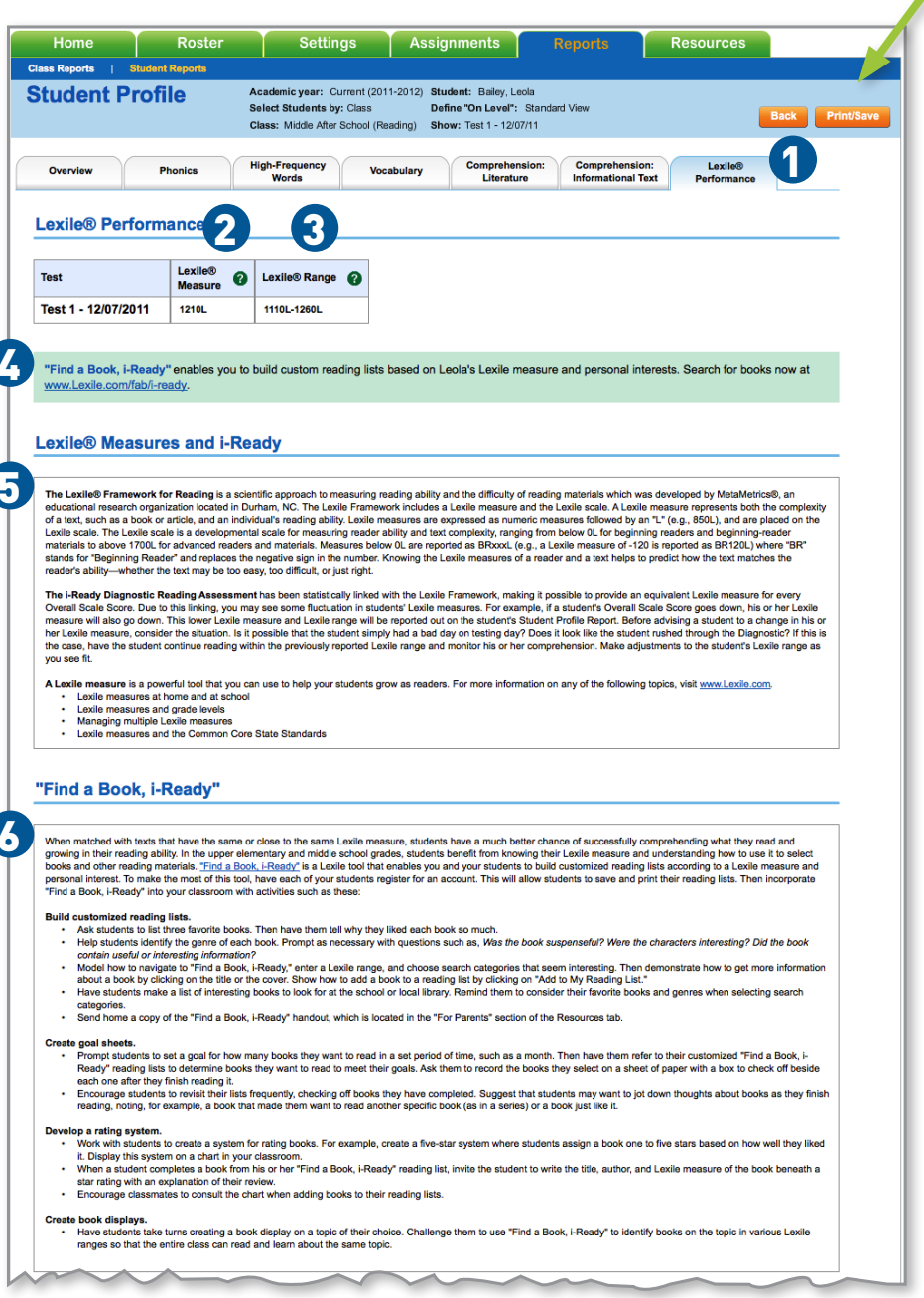
Student Profile Report - Lexile® Performance Tab (Reading)

What this report tells you: The *i-Ready* Diagnostic Reading Assessment has been statistically linked with the Lexile Framework. This report tab tells you your student's Lexile Measure and Lexile Range, based on the Diagnostic Reading Assessment results. It also provides you with information on the Lexile Framework, links you to the "Find a Book, *i-Ready*" website, and recommends activities for incorporating "Find a Book, *i-Ready*" into your classroom.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment and when monitoring student's progress after additional Diagnostic Assessments.

Click the "Print/Save" button to print or save a PDF version of any report.



Home | Roster | Settings | Assignments | Reports | Resources

Class Reports | Student Reports

Student Profile

Academic year: Current (2011-2012) Student: Bailey, Leola
Select Students by: Class Define "On Level": Standard View
Class: Middle After School (Reading) Show: Test 1 - 12/07/11

Back | Print/Save

Overview | Phonics | High-Frequency Words | Vocabulary | Comprehension: Literature | Comprehension: Informational Text | Lexile® Performance

Lexile® Performance

Test	Lexile® Measure	Lexile® Range
Test 1 - 12/07/2011	1210L	1110L-1260L

"Find a Book, i-Ready" enables you to build custom reading lists based on Leola's Lexile measure and personal interests. Search for books now at www.Lexile.com/fab/i-ready.

Lexile® Measures and i-Ready

The Lexile® Framework for Reading is a scientific approach to measuring reading ability and the difficulty of reading materials which was developed by MetaMetrics®, an educational research organization located in Durham, NC. The Lexile Framework includes a Lexile measure and the Lexile scale. A Lexile measure represents both the complexity of a text, such as a book or article, and an individual's reading ability. Lexile measures are expressed as numeric measures followed by an "L" (e.g., 850L), and are placed on the Lexile scale. The Lexile scale is a developmental scale for measuring reader ability and text complexity, ranging from below 0L for beginning readers and beginning-reader materials to above 1700L for advanced readers and materials. Measures below 0L are reported as BRxxxL (e.g., a Lexile measure of -120 is reported as BR120L) where "BR" stands for "Beginning Reader" and replaces the negative sign in the number. Knowing the Lexile measures of a reader and a text helps to predict how the text matches the reader's ability—whether the text may be too easy, too difficult, or just right.

The i-Ready Diagnostic Reading Assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every Overall Scale Score. Due to this linking, you may see some fluctuation in students' Lexile measures. For example, if a student's Overall Scale Score goes down, his or her Lexile measure will also go down. This lower Lexile measure and Lexile range will be reported out on the student's Student Profile Report. Before advising a student to a change in his or her Lexile measure, consider the situation. Is it possible that the student simply had a bad day on testing day? Does it look like the student rushed through the Diagnostic? If this is the case, have the student continue reading within the previously reported Lexile range and monitor his or her comprehension. Make adjustments to the student's Lexile range as you see fit.

A Lexile measure is a powerful tool that you can use to help your students grow as readers. For more information on any of the following topics, visit www.Lexile.com.

- Lexile measures at home and at school
- Lexile measures and grade levels
- Managing multiple Lexile measures
- Lexile measures and the Common Core State Standards

"Find a Book, i-Ready"

When matched with texts that have the same or close to the same Lexile measure, students have a much better chance of successfully comprehending what they read and growing in their reading ability. In the upper elementary and middle school grades, students benefit from knowing their Lexile measure and understanding how to use it to select books and other reading materials. "Find a Book, i-Ready" is a Lexile tool that enables you and your students to build customized reading lists according to a Lexile measure and personal interest. To make the most of this tool, have each of your students register for an account. This will allow students to save and print their reading lists. Then incorporate "Find a Book, i-Ready" into your classroom with activities such as these:

Build customized reading lists.

- Ask students to list three favorite books. Then have them tell why they liked each book so much.
- Help students identify the genre of each book. Prompt as necessary with questions such as, *Was the book suspenseful? Were the characters interesting? Did the book contain useful or interesting information?*
- Model how to navigate to "Find a Book, i-Ready," enter a Lexile range, and choose search categories that seem interesting. Then demonstrate how to get more information about a book by clicking on the title or the cover. Show how to add a book to a reading list by clicking on "Add to My Reading List."
- Have students make a list of interesting books to look for at the school or local library. Remind them to consider their favorite books and genres when selecting search categories.
- Send home a copy of the "Find a Book, i-Ready" handout, which is located in the "For Parents" section of the Resources tab.

Create goal sheets.

- Prompt students to set a goal for how many books they want to read in a set period of time, such as a month. Then have them refer to their customized "Find a Book, i-Ready" reading lists to determine books they want to read to meet their goals. Ask them to record the books they select on a sheet of paper with a box to check off beside each one after they finish reading it.
- Encourage students to revisit their lists frequently, checking off books they have completed. Suggest that students may want to jot down thoughts about books as they finish reading, noting, for example, a book that made them want to read another specific book (as in a series) or a book just like it.

Develop a rating system.

- Work with students to create a system for rating books. For example, create a five-star system where students assign a book one to five stars based on how well they liked it. Display this system on a chart in your classroom.
- When a student completes a book from his or her "Find a Book, i-Ready" reading list, invite the student to write the title, author, and Lexile measure of the book beneath a star rating with an explanation of their review.
- Encourage classmates to consult the chart when adding books to their reading lists.

Create book displays.

- Have students take turns creating a book display on a topic of their choice. Challenge them to use "Find a Book, i-Ready" to identify books on the topic in various Lexile ranges so that the entire class can read and learn about the same topic.

1 **Lexile Performance:**[1] The *i-Ready* Diagnostic Reading Assessment has been statistically linked with the Lexile Framework to provide students with a Lexile score each and every time they take the Diagnostic Reading Assessment.

2 **Lexile Measure:** Your student's Lexile Measure, based on the selected Diagnostic Reading Assessment results. A Lexile Measure represents a student's reading ability and can be used to match the student with books and other materials at an appropriate complexity level.

3 **Lexile Range:** Your student's Lexile Range, based on the selected Diagnostic Reading Assessment results. The Lexile Range represents the boundaries between easy reading material for the student and the level at which the student will be more challenged, yet can still read successfully.

4 **Link to "Find a Book, i-Ready":** Link to the website created just for *i-Ready*, where you can search for books and build customized reading lists based on your student's Lexile Measure and personal interests.

5 **Lexile Measures and *i-Ready*:** Find information on the Lexile Framework for Reading and its relationship with the *i-Ready* Diagnostic Reading Assessment.

6 **"Find a Book, i-Ready" Activities:** Use the customized activity recommendations in this section to incorporate "Find a Book, i-Ready" into your classroom.

A Parent Handout for "Find a Book, i-Ready" is available in both English and Spanish within the "For Parents" section of the "Resources" tab.

1 Lexile® information is available for students in grades K–8.

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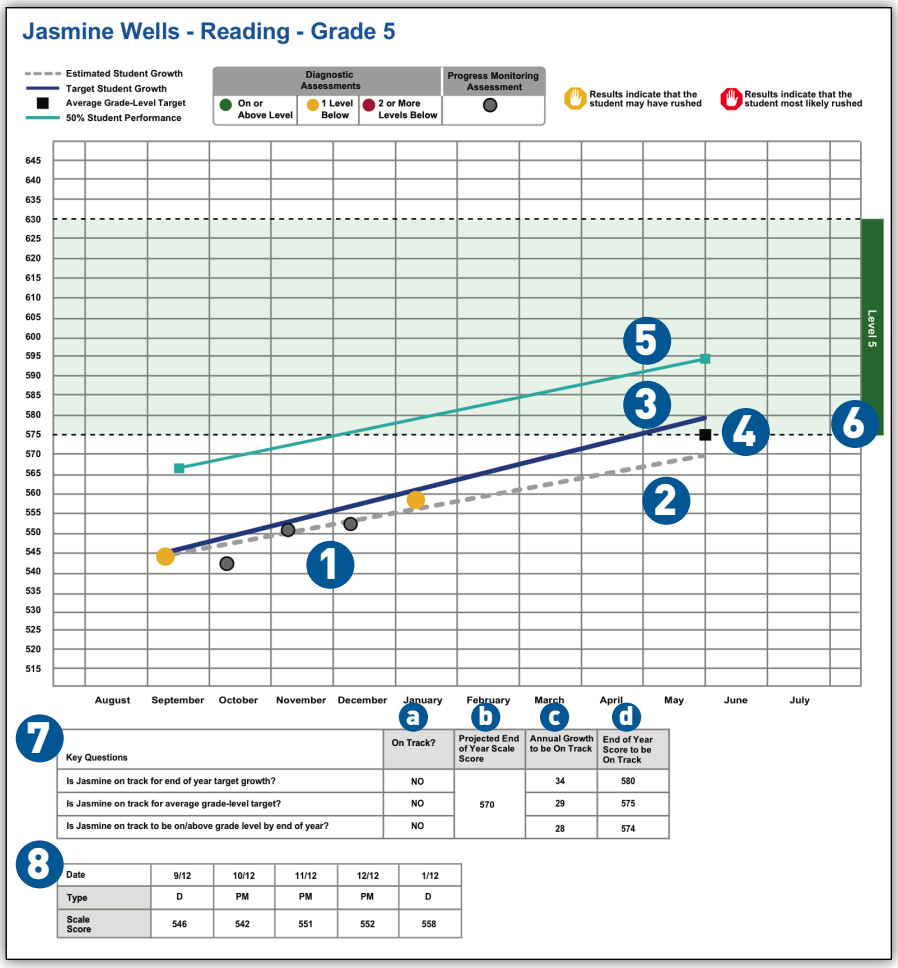
Progress Monitoring Report (PDF only)

What this report tells you: This report allows you to check in on how your student is progressing against growth targets, and tells you whether your student is on track to meet expected growth by the end of the year.

Intended use(s): Progress Monitoring/Adjusting Instruction

When to use it: During the year after a student completes new Diagnostic or Progress Monitoring assessments, to monitor how the student's growth is trending and decide whether you need to intervene in the student's instruction.



1. **Tests:** All the Diagnostic tests and Progress Monitoring tests your student has taken year-to-date are graphed by scale score and date. Diagnostic tests will appear as green, yellow, or red dots to represent your student's performance relative to grade level, depending on your "Define 'On Level'" report criteria selection. Progress Monitoring tests will always appear as gray dots. The color legend appears above the graph.

2. **Estimated Student Growth line:** Tells you how your student is growing, and what the student's estimated trajectory for the year is based on their current rate of growth.

3. **Target Student Growth line:** Tells you how much growth is needed over the year for your student to meet the growth target set by your administrator. (Note, this line will only appear if your administrator has set expected growth targets for your students. Administrators can set targets to vary by grade level and subject.)

4. **Average Grade-Level Target:** Tells you how much growth a student in this grade and subject typically makes by the end of the year.

5. **50% Student Performance:** Shows you how a typical student in this grade and subject performs over the course of the year.

6. **On Grade Level:** Shows the range of scores that would typically be seen for a student to be on grade level. Student's end-of-year target to be on grade level is set to the minimum of this range.

7. **Key Questions:** This table helps you determine if your student is on track to meet their Target Student Growth, Average Grade-Level Target, and to become On or Above Grade Level by end of year.
   a. *On Track:* If the student's Estimated Growth line is going to end up at or above the target by the end of the year, then the student is on track for that target. If not, then the student is not on track. You can easily see this on the graph above.
   b. *Projected End of Year Scale Score:* Scale score the student is projected to achieve by the end of the year, based on how the student's growth is trending. This is graphed above as the end point of the Estimated Student Growth line.
   c. *Annual Growth to be On Track*: Amount of scale score growth needed from the 1st diagnostic to meet each of the targets by end of year.
   d. *End of Year Score to be On Track:* Scale score needed by end of year to be on track for each target. These are graphed above as the end point of the Target Student Growth line, the Average Grade-Level Target point, and the start of the On Grade Level scale score range.

8. **All test scores:** All the Diagnostic tests and Progress Monitoring tests your student has taken year-to-date are also listed in this table. Diagnostic tests are abbreviated as type "D" and Progress Monitoring tests are abbreviated as type "PM."

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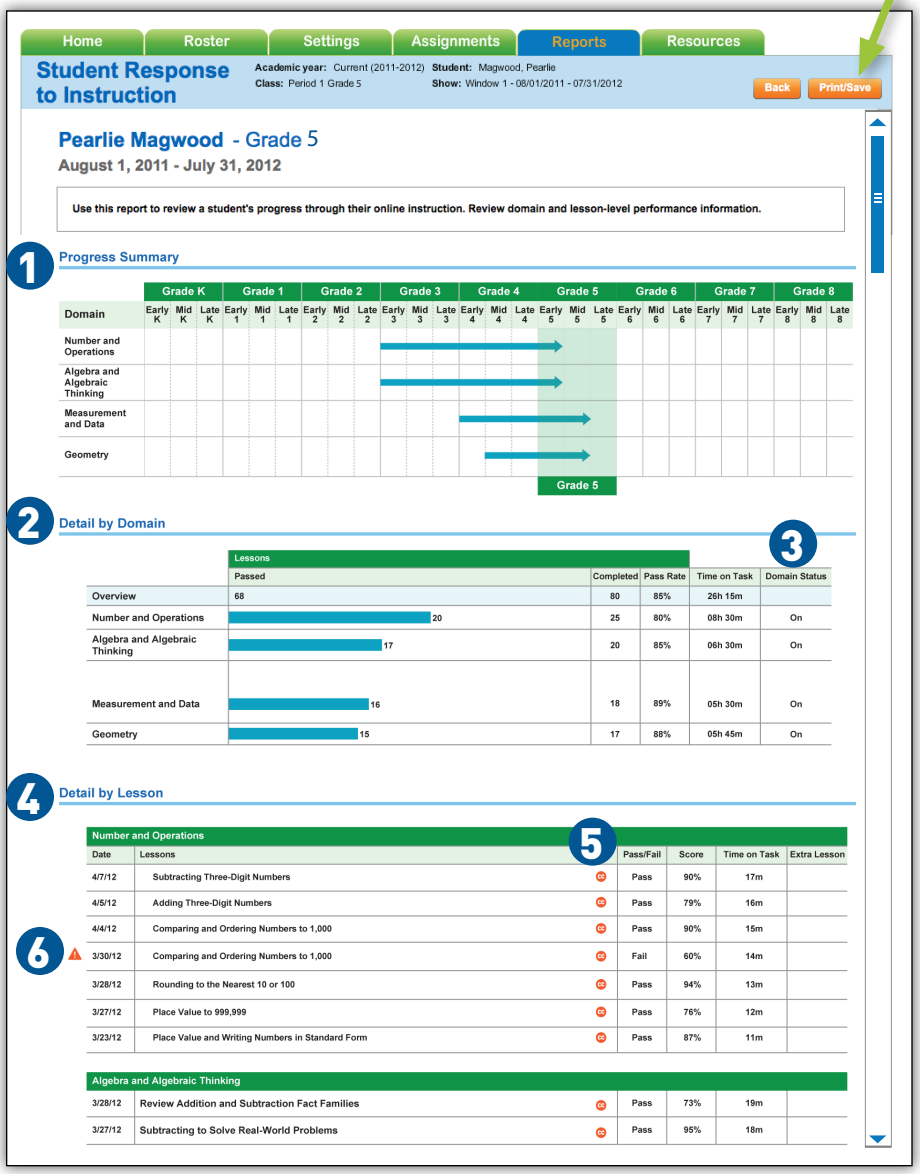
INSTRUCTION Student Response to Instruction (RTI) Report

What this report tells you: This report tells you how your student is performing on the online lessons, whether they are making progress, and how much time they are spending completing online lessons. Data in this report is generated by the scored activity at the end of each instructional lesson, allowing you to monitor progress after each lesson is completed.

Intended use(s): For Progress Monitoring/Planning Instruction

When to use it: After you have begun online instruction and are ready to check student progress

Click the "Print/Save" button to print or save a PDF version of any report.



1 **Progress Summary:** Tracks individual student's progress through their online lesson plan. Shaded green area represents student grade. Arrows show progress toward goals. Note that dotted portions of arrows represent lessons teacher chose for student to skip. Also, teacher assigned "Extra Lessons" will not appear on this grid.

2 **Detail by Domain:** Shows general information about this student's performance on lessons in each domain: lessons passed, lessons completed, % of lessons passed out of total completed, and time on task during lessons.

3 **Domain Status:** If Domain Status is "on" student is actively receiving lessons in this domain. If status is "off" then student is not currently getting lessons from this domain. To change, go to Assignments tab, "Student Lesson Plan."

4 **Detail by Lesson:** Provides information about each lesson taken by a student, sorted by domain. If "Yes" appears under "Extra Lesson," it indicates this lesson is not part of the overall lesson plan.

5 **Common Core and State Standards Symbols:** These two symbols are actually buttons that can be clicked on. They will each show you the respective standards (CC or state) that are covered by a particular lesson.

6 **Alert:** Here, this symbol indicates that the student's overall pass rate is below the threshold set by your administrator for your account (default setting is 70%). When you see this alert, this is an indication that you may want to look at this student's performance and do some individual remediation to help him understand that skill. Note that this symbol on the Student Alerts popup means that the student failed twice within the same domain. Domain(s) have been shut off until the teacher intervenes and turns the domain(s) back on.

Tips:

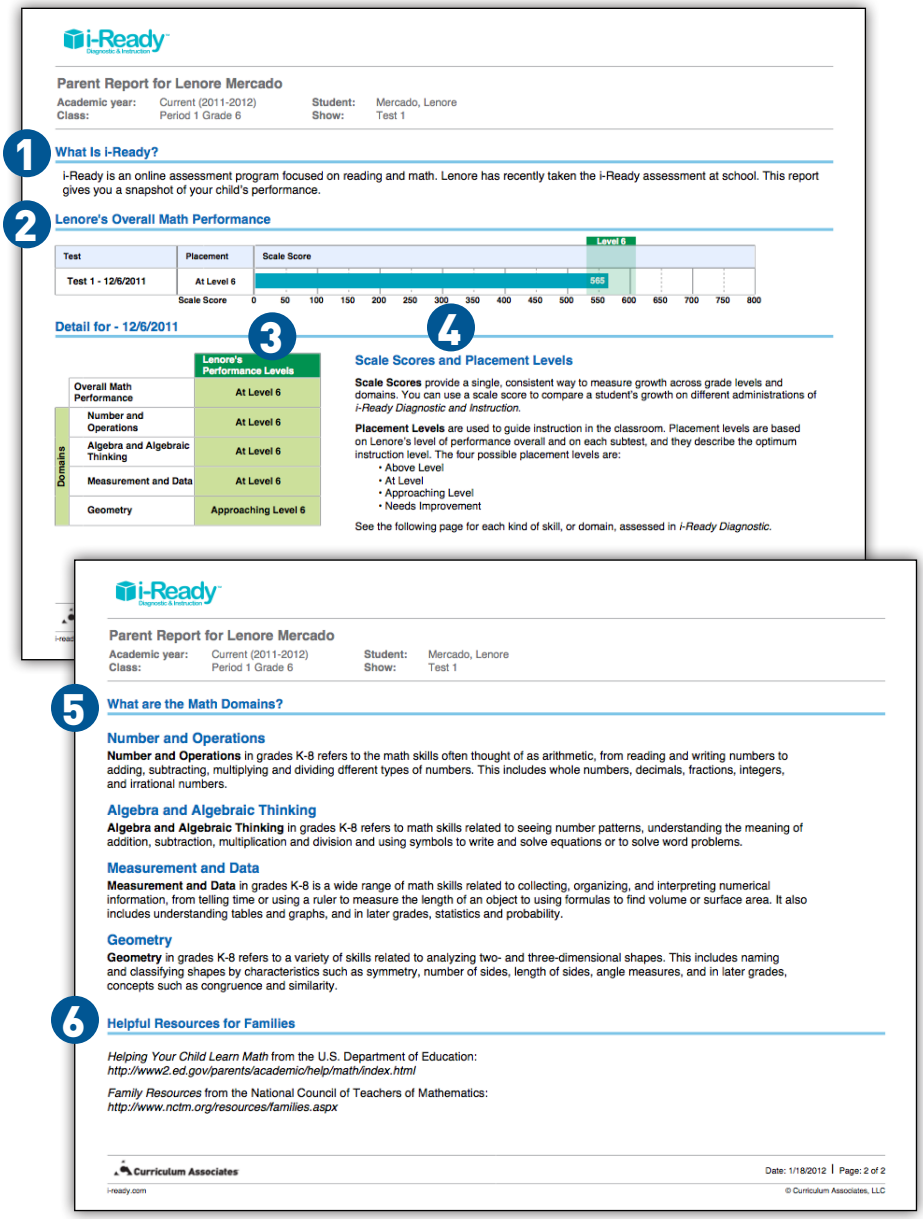
- Use this report to see how students are doing on Instruction in each domain and adjust your instruction plans accordingly.
- Pair the information in this report with the info in your state's Standards Performance report, where you can see individual student performance based on the standards.

Parent Report (PDF only)

What this report tells you: This is a shortened version of the Student Profile report that you can share with parents.

Intended use(s) For Family Connections

When to use it: When you want to bring parents into the conversation about student performance on *i-Ready*



i-Ready

Parent Report for Lenore Mercado

Academic year: Current (2011-2012) Student: Mercado, Lenore
Class: Period 1 Grade 6 Show: Test 1

1 What Is i-Ready?

i-Ready is an online assessment program focused on reading and math. Lenore has recently taken the i-Ready assessment at school. This report gives you a snapshot of your child's performance.

2 Lenore's Overall Math Performance

Test	Placement	Scale Score
Test 1 - 12/6/2011	At Level 6	565

Level 6

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for - 12/6/2011

3

	Lenore's Performance Levels
Overall Math Performance	At Level 6
Domains: Number and Operations	At Level 6
Algebra and Algebraic Thinking	At Level 6
Measurement and Data	At Level 6
Geometry	Approaching Level 6

4

Scale Scores and Placement Levels

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a student's growth on different administrations of *i-Ready Diagnostic and Instruction*.

Placement Levels are used to guide instruction in the classroom. Placement levels are based on Lenore's level of performance overall and on each subtest, and they describe the optimum instruction level. The four possible placement levels are:

- Above Level
- At Level
- Approaching Level
- Needs Improvement

See the following page for each kind of skill, or domain, assessed in *i-Ready Diagnostic*.

i-Ready

Parent Report for Lenore Mercado

Academic year: Current (2011-2012) Student: Mercado, Lenore
Class: Period 1 Grade 6 Show: Test 1

5 What are the Math Domains?

Number and Operations

Number and Operations in grades K-8 refers to the math skills often thought of as arithmetic, from reading and writing numbers to adding, subtracting, multiplying and dividing dfferent types of numbers. This includes whole numbers, decimals, fractions, integers, and irrational numbers.

Algebra and Algebraic Thinking

Algebra and Algebraic Thinking in grades K-8 refers to math skills related to seeing number patterns, understanding the meaning of addition, subtraction, multiplication and division and using symbols to write and solve equations or to solve word problems.

Measurement and Data

Measurement and Data in grades K-8 is a wide range of math skills related to collecting, organizing, and interpreting numerical information, from telling time or using a ruler to measure the length of an object to using formulas to find volume or surface area. It also includes understanding tables and graphs, and in later grades, statistics and probability.

Geometry

Geometry in grades K-8 refers to a variety of skills related to analyzing two- and three-dimensional shapes. This includes naming and classifying shapes by characteristics such as symmetry, number of sides, length of sides, angle measures, and in later grades, concepts such as congruence and similarity.

6 Helpful Resources for Families

Helping Your Child Learn Math from the U.S. Department of Education:
http://www2.ed.gov/parents/academic/help/math/index.html

Family Resources from the National Council of Teachers of Mathematics:
http://www.nctm.org/resources/families.aspx

Curriculum Associates Date: 1/18/2012 | Page: 2 of 2
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1. **What is *i-Ready*?** A brief description of *i-Ready* for parents, who may not be familiar with the program.
2. **Overall Performance Information:** Similar to information shown on the Student Profile report, this tells parents how their student performed overall on the selected Diagnostic Assessment.
3. **Performance Levels:** Explains student performance levels overall and within each domain on the selected Diagnostic Assessment.
4. **Scale Scores and Placement Levels:** These parent-friendly descriptions explain what scale score and placement level mean, and how they are measured.
5. **Domain Descriptions:** These parent-friendly descriptions explain what is included in each subject domain.
6. **Helpful Resources for Families:** These links can be shared with families as resources that help to promote family involvement in a child's learning.

Tips:

- Make parent communications about *i-Ready* simple—use this report to get the conversation started.
- You may also want to have other reports, such as the Student Response to Instruction report, handy for discussion with families.

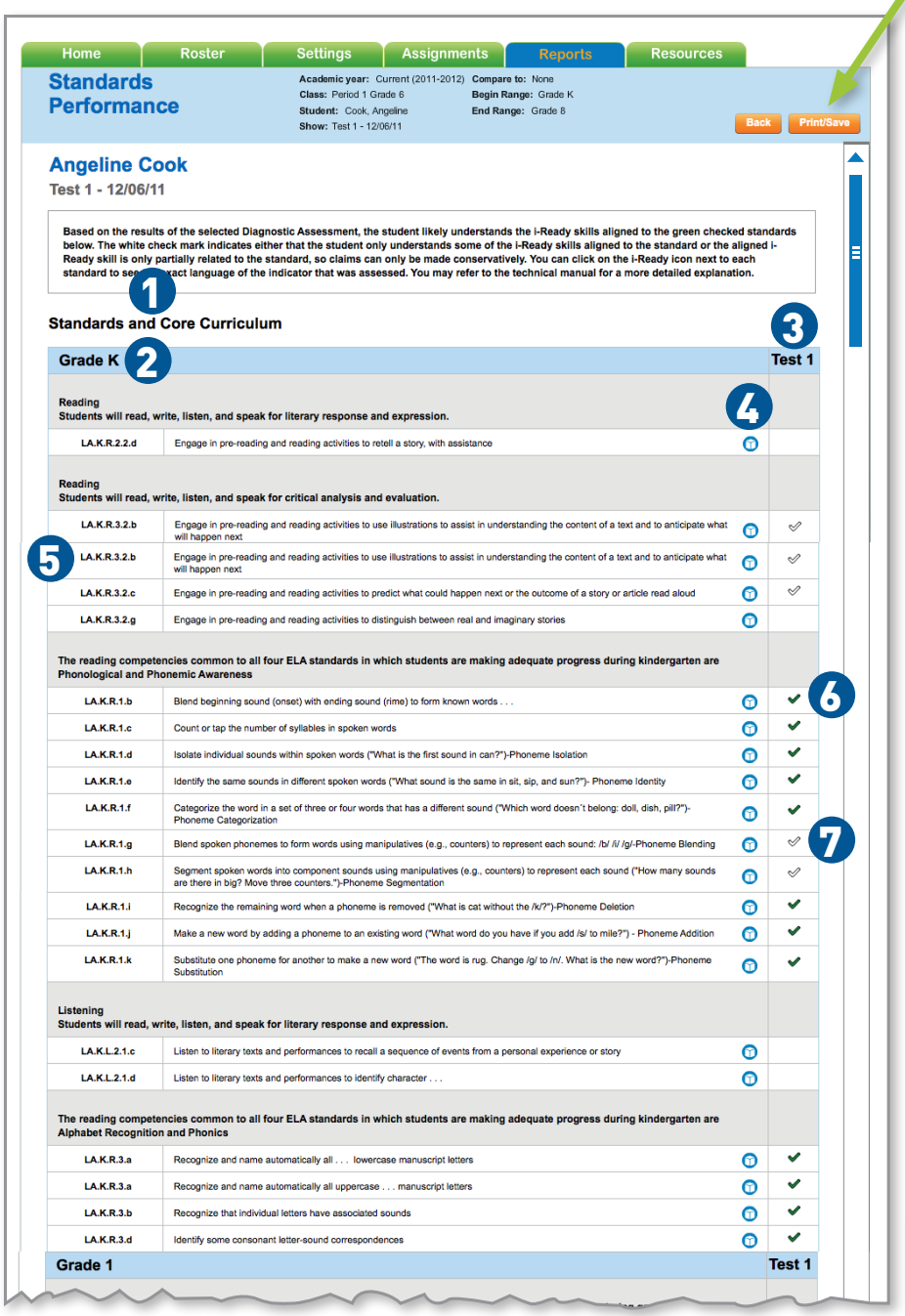
State Standards Performance Report

What this report tells you: This report tells you how each student is performing against the standards for his particular state.

Intended use(s): Progress Monitoring/Planning Instruction

When to use it: When you would like to see how students are performing on the Diagnostic Assessment, specifically focusing on performance on state standards

Click the "Print/Save" button to print or save a PDF version of any report.



1. **State Standards Correlations:** Your report will correlate student performance to the standards in your own state.
2. **Grade Level Range:** This report will show standards performance for your state, for as many grades as you select. For example, if a student has taken *i-Ready* Diagnostic Assessments in numerous grades, you can choose to view standards performance all the way from K–12.
3. **Selected Diagnostic Assessment:** The particular administration of the test you have selected to look at for this report. You can compare up to two tests at a time.
4. ***i-Ready* Skills Aligned to State Standard:** Click on this icon to see the exact language of the skills that were assessed in *i-Ready* and correlated to your state standards for this report.
5. **State Standard Code:** This shows state standards, ordered by the coding system used by your state.
6. **Green Check Mark:** A green check mark means that this student likely understands the *i-Ready* skills aligned to the related standard.
7. **White Check Mark:** A white check mark indicates either that the student may only understand some of the *i-Ready* skills aligned to this standard or the *i-Ready* skill(s) is only partially related to the aligned state standard.

Tip:

- Finding this to be a lot of information? Filter only by the grade levels you really want to see for a particular student.

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Common Core State Standards (CCSS) Performance Report

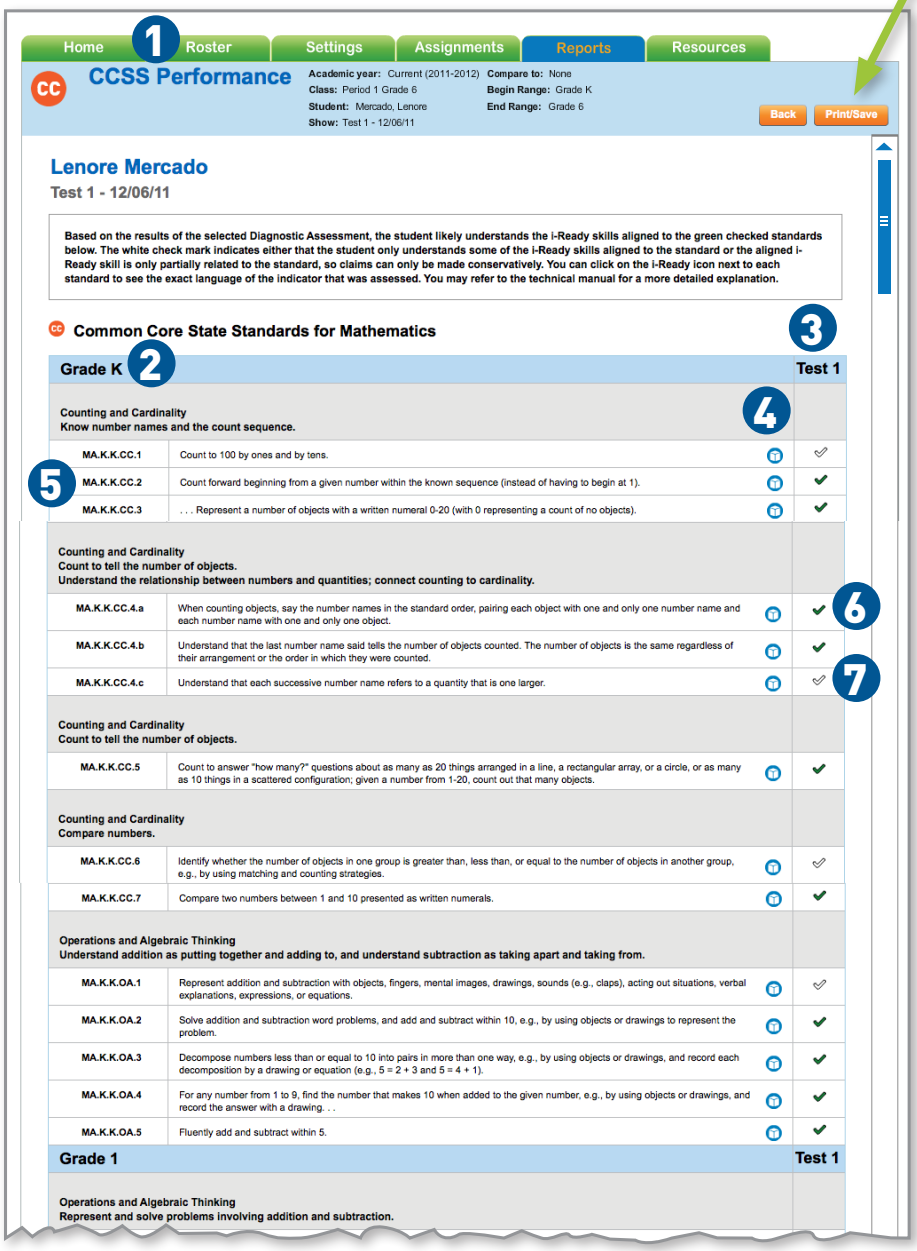
This report will only appear if your state has adopted the Common Core State Standards.

What this report tells you: This report tells you how each student is performing against the Common Core State Standards.

Intended use(s): For Progress Monitoring/Planning Instruction

When to use it: When you would like to see how students are performing on online instruction, specifically focusing on performance based on CCSS

Click the "Print/Save" button to print or save a PDF version of any report.



1. **CCSS Performance:** See how an individual student is performing against the Common Core State Standards (if these apply to your state).

2. **Grade Level Range:** This report will show standards performance for CCSS, for as many grades as you select. For example, if a student has taken *i-Ready* Diagnostic Assessments from K–12, you can choose to view standards performance all the way from K–12.

3. **Selected Diagnostic Assessment:** The particular administration of the test you have selected to look at for this report. You can compare up to two tests at a time.

4. ***i-Ready* Skills Aligned to CC State Standards:** Clicking on this icon will show you the exact language of the indicator that was assessed in *i-Ready* and aligned to the Common Core State Standards for this report.

5. **CCSS Code:** This shows the individual Common Core State Standards, ordered by the coding system used for CCSS.

6. **Green Check Mark:** A green check mark means that this student likely understands the *i-Ready* skills aligned to the related CCSS.

7. **White Check Mark:** A white check mark indicates either that the student may only understand some of the *i-Ready* skills aligned to this standard or the *i-Ready* skill(s) is only partially related to the aligned CCSS.

Tip:

- This report can be used in conjunction with your State Standards Performance report, if your state uses both sets of standards.

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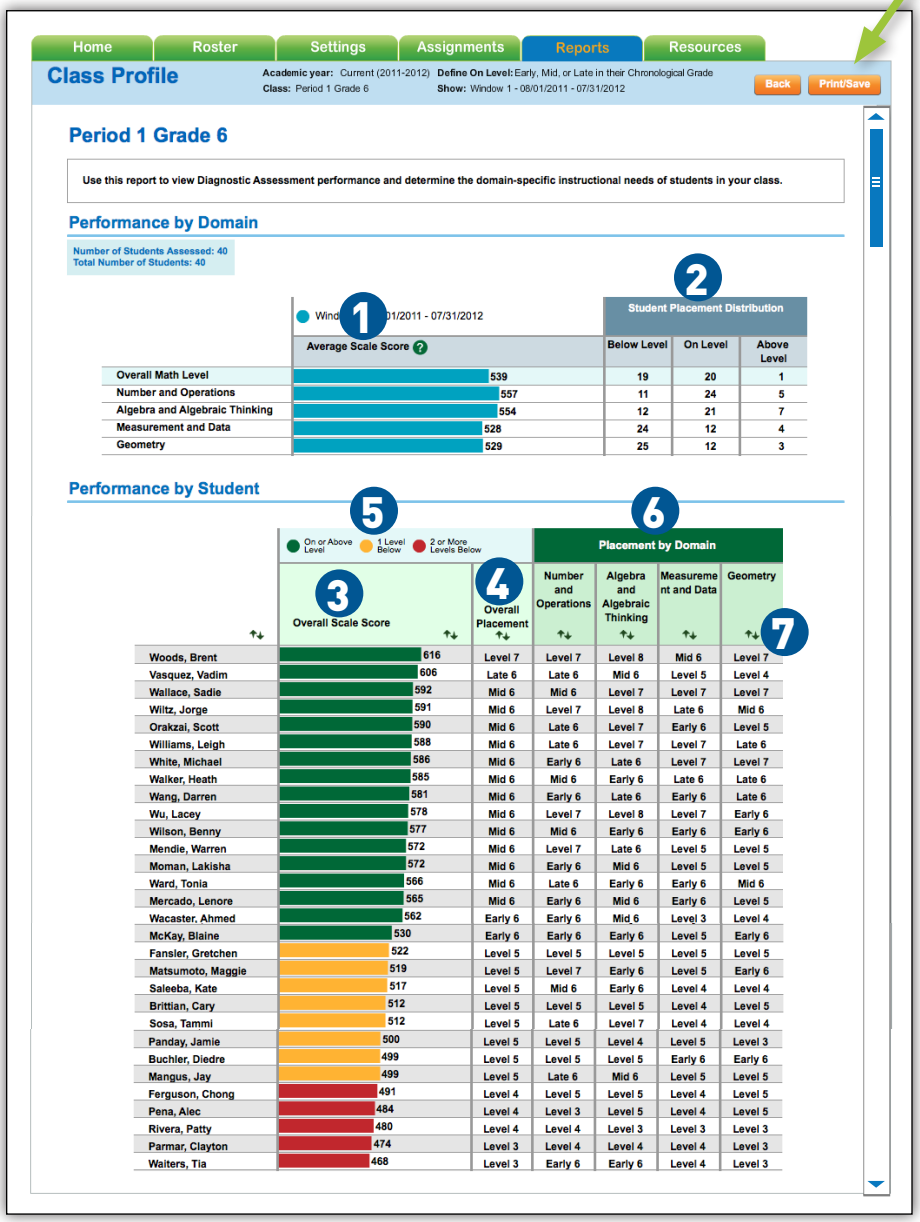
Class Profile Report (Math)

What this report tells you: This report tells you what instructional needs your class has in Math, by overall class, by student and by domain, based on the Diagnostic Assessment. Use it to plan instruction or instructional groupings by looking at domain-specific placements for your students.

Intended use(s): Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



1. **Average Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment. **For more info on scale scores, see "Understanding Test Scoring" earlier in Chapter 3.**

2. **Student Placement Distribution:** How many of each of your students are below, on, or above level.

3. **Overall Scale Score:** Scale score on the selected Diagnostic Assessment for all Math domains.

4. **Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment.

5. **Overall Placement Key:** Colors in bar graph correspond to general placement level information. Green = On or above level, Yellow = 1 level below, and Red = 2 or more levels below.

6. **Placement by Domain:** Grade-level student was placed at for each subject domain.

7. Use the ⇅ symbol to sort scores by overall or domain placement level.

Tips:

- Use the Student Profile Report if you'd like to get a closer look at an individual student's performance.
- Use the color-coded bar graph to give you an idea of which students have the greatest need. You can sort by overall score to gather big picture information, or by domain score to target more specific needs.
- You can also use the Instructional Grouping Profile to get a more tailored look at some possible differentiated instructional groupings.

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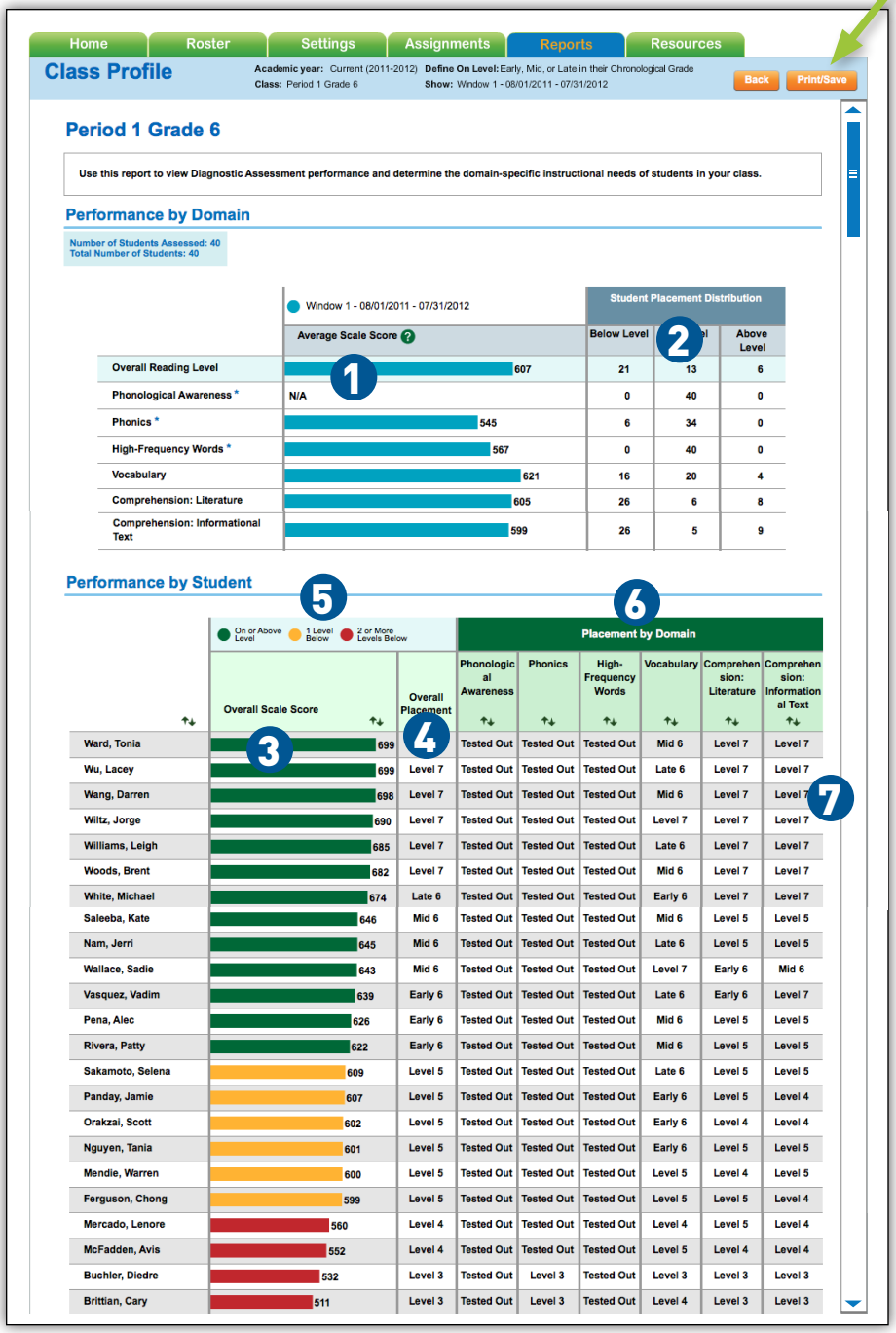
Class Profile Report (Reading)

What this report tells you: This report tells you what instructional needs your class has in Reading, by overall class, by student and by domain, based on the Diagnostic Assessment. Use it to plan instruction or instructional groupings by looking at domain-specific placements for your students. The Reading version of this report is identical to the Math version except it contains scale scores and placement levels for reading domains.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment

Click the "Print/Save" button to print or save a PDF version of any report.



1. **Average Scale Score:** Your students' average level of performance based on the selected Diagnostic Assessment. **For more info on scale scores, see "Understanding Test Scoring" earlier in Chapter 3.**
2. **Student Placement Distribution:** How many of each of your students are below, on, or above level.
3. **Overall Scale Score:** Scale score on the selected Diagnostic Assessment for all Reading domains.
4. **Overall Placement:** Grade-level placement based on results from selected Diagnostic Assessment.
5. **Overall Placement Key:** Colors in bar graph correspond to general placement level information. Green = On or above level, Yellow = 1 level below, and Red = 2 or more levels below.
6. **Placement by Domain:** Grade-level student was placed at for each subject domain.
7. Use the ⇅ symbol to sort scores by overall or domain placement level.

Tips:

- Use the Student Profile Report if you'd like to get a closer look at an individual student's performance.
- Use the color-coded bar graph to give you an idea of which students have the greatest need. You can sort by overall score to gather big picture information, or by domain score to target more specific needs.
- You can also use the Instructional Grouping Profile to get a more tailored look at some possible differentiated instructional groupings.

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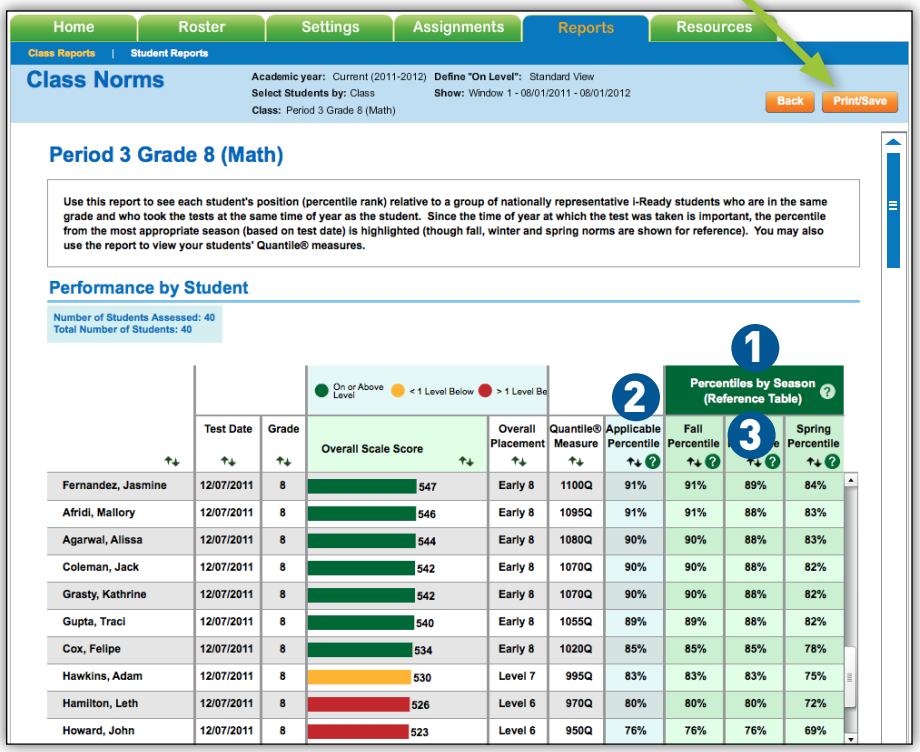
Class Norms Report (Math)

What this report tells you: This report tells you each student's performance (percentile rank) relative to a group of nationwide students who are in the same grade and who took the tests at the same time of year as the student. This report also shows Quantile® measures for each student.[1]

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment and when monitoring student's progress after additional Diagnostic Assessments

Click the "Print/Save" button to print or save a PDF version of any report.



	Test Date	Grade	Overall Scale Score	Overall Placement	Quantile® Measure	Applicable Percentile	Fall Percentile	[illegible]	Spring Percentile
Fernandez, Jasmine	12/07/2011	8	547	Early 8	1100Q	91%	91%	89%	84%
Afridi, Mallory	12/07/2011	8	546	Early 8	1095Q	91%	91%	88%	83%
Agarwal, Alissa	12/07/2011	8	544	Early 8	1080Q	90%	90%	88%	83%
Coleman, Jack	12/07/2011	8	542	Early 8	1070Q	90%	90%	88%	82%
Grasty, Kathrine	12/07/2011	8	542	Early 8	1070Q	90%	90%	88%	82%
Gupta, Traci	12/07/2011	8	540	Early 8	1055Q	89%	89%	88%	82%
Cox, Felipe	12/07/2011	8	534	Early 8	1020Q	85%	85%	85%	78%
Hawkins, Adam	12/07/2011	8	530	Level 7	995Q	83%	83%	83%	75%
Hamilton, Leth	12/07/2011	8	526	Level 6	970Q	80%	80%	80%	72%
Howard, John	12/07/2011	8	523	Level 6	950Q	76%	76%	76%	69%

1 A percentile rank[2] specifies the student's position relative to a group of nationally representative i-Ready students who are in the same grade and who took the tests at the same time of year as the student. For example, if a student's percentile rank is 90%, this means the student scored better than or equal to 90% of her peers.

2 As students move through the year, their percentile relative to other students may change as they learn and grow. The Applicable Percentile column selects the most appropriate percentile rank based on the time of year the Diagnostic Assessment was taken. If a student has taken more than one Diagnostic Assessment in the selected window, the results from the most recently taken Diagnostic Assessment are used.

3 The Percentiles by Season are shown for reference. Again, the applicable percentile column displays either the Fall, Winter or Spring percentile from this table based on whether the student took the diagnostic during the Fall, Winter or Spring. This reference table is shown so that you can consider normed scores for students who fall on the cusp. For example, if a student takes a test near the end of a seasonal window, such as the fall percentile window, you may want to look at the percentile rank for winter as well. The percentile rank windows are:

- Fall: Beginning of Academic Year to 12/31
- Winter: 1/1 – 3/15
- Spring: 3/16 to End of Academic Year

Tips:

- For more details about the Quantile® Measure, see the Quantile ® Performance Tab on the Student Profile Report.
- If your school or district has a strong focus on normed scores, this report can help provide a bridge between normed-based scores and criterion-based scoring found in *i-Ready*.

1 Quantile® information is available for students in grades K–8.
2 Percentile ranks available for grades K–8.

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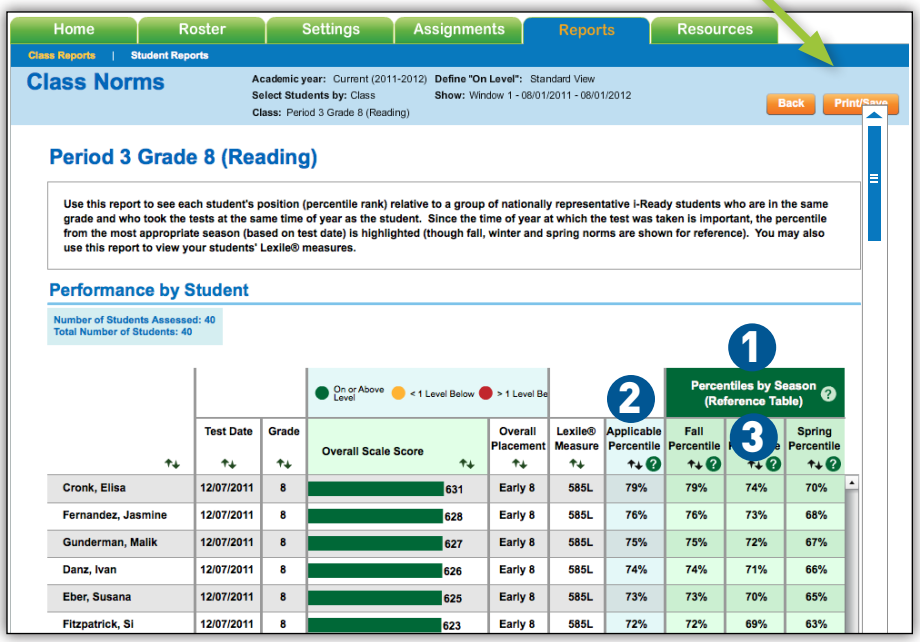
Class Norms Report (Reading)

What this report tells you: This report tells you each student's performance (percentile rank) relative to a group of nationwide students who are in the same grade and who took the tests at the same time of year as the student. This report also shows Lexile® measures for each student.[1]

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning instruction after an administration of the Diagnostic Assessment and when monitoring student's progress after additional Diagnostic Assessments

Click the "Print/Save" button to print or save a PDF version of any report.



1 A percentile rank[2] specifies the student's position relative to a group of nationally representative i-Ready students who are in the same grade and who took the tests at the same time of year as the student. For example, if a student's percentile rank is 90%, this means the student scored better than or equal to 90% of her peers.

2 As students move through the year, their percentile relative to other students may change as they learn and grow. The *Applicable Percentile* column selects the most appropriate percentile rank based on the time of year the Diagnostic Assessment was taken. If a student has taken more than one Diagnostic Assessment in the selected window, the results from the most recently taken Diagnostic Assessment are used.

3 The Percentiles by Season are shown for reference. Again, the applicable percentile column displays either the Fall, Winter or Spring percentile from this table based on whether the student took the diagnostic during the Fall, Winter or Spring. This reference table is shown so that you can consider normed scores for students who fall on the cusp. For example, if a student takes a test near the end of a seasonal window, such as the fall percentile window, you may want to look at the percentile rank for winter as well. The percentile rank windows are:

- Fall: Beginning of Academic Year to 12/31
- Winter: 1/1 – 3/15
- Spring: 3/16 to End of Academic Year

Tips:

- For more details about the Lexile® Measure, see the Lexile® Performance Tab on the Student Profile Report.
- If your school or district has a strong focus on normed scores, this report can help provide a bridge between normed-based scores and criterion-based scoring found in *i-Ready*.

1 Lexile® information is available for students in grades K–8.
2 Percentile ranks available for grades K–8.

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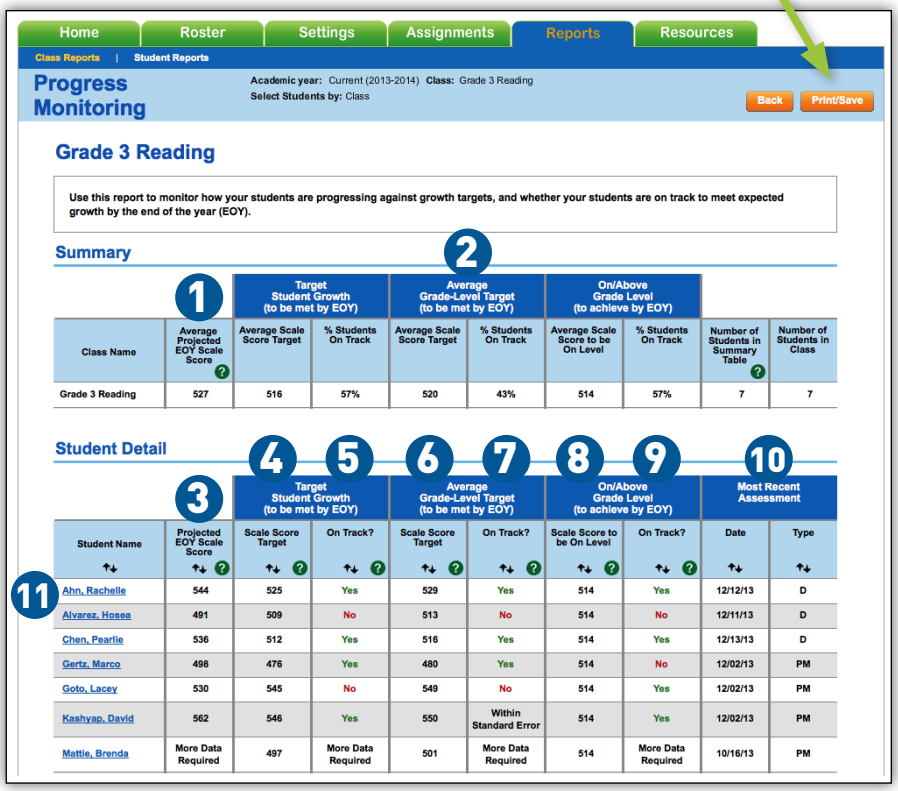
Class Progress Monitoring Report

What this report tells you: This report allows you to check in on how the students in your class are progressing against growth targets, and whether your students are on track to make expected growth by the end of the year.

Intended use(s): Progress Monitoring/Adjusting Instruction

When to use it: During the year after students complete new Diagnostic or Progress Monitoring Assessments, to monitor how your students' growth is trending and decide whether you need to intervene in your students' instruction.

Click the "Print/Save" button to print or save a PDF version of any report.



Class Name	Average Projected EOY Scale Score	Target Student Growth (to be met by EOY): Average Scale Score Target	Target Student Growth (to be met by EOY): % Students On Track	Average Grade-Level Target (to be met by EOY): Average Scale Score Target	Average Grade-Level Target (to be met by EOY): % Students On Track	On/Above Grade Level (to achieve by EOY): Average Scale Score to be On Level	On/Above Grade Level (to achieve by EOY): % Students On Track	Number of Students in Summary Table	Number of Students in Class
Grade 3 Reading	527	516	57%	520	43%	514	57%	7	7

Student Name	Projected EOY Scale Score	Target Student Growth (to be met by EOY): Scale Score Target	Target Student Growth (to be met by EOY): On Track?	Average Grade-Level Target (to be met by EOY): Scale Score Target	Average Grade-Level Target (to be met by EOY): On Track?	On/Above Grade Level (to achieve by EOY): Scale Score to be On Level	On/Above Grade Level (to achieve by EOY): On Track?	Most Recent Assessment: Date	Most Recent Assessment: Type
Ahn, Rachelle	544	525	Yes	529	Yes	514	Yes	12/12/13	D
Alvarez, Hosea	491	509	No	513	No	514	No	12/11/13	D
Chen, Pearlie	536	512	Yes	516	Yes	514	Yes	12/13/13	D
Gertz, Marco	498	476	Yes	480	Yes	514	No	12/02/13	PM
Goto, Lacey	530	545	No	549	No	514	Yes	12/02/13	PM
Kashyap, David	562	546	Yes	550	Within Standard Error	514	Yes	12/02/13	PM
Mattie, Brenda	More Data Required	497	More Data Required	501	More Data Required	514	More Data Required	10/16/13	PM

1. **Average Projected EOY Scale Score:** Average scale score students in the class are projected to achieve by the end of the year, based on how the students' growth is trending. Only includes students with a Projected EOY Scale Score in the Student Detail table below.

2. **"Average Scale Score Target/to be On Level" and "% Students On Track":** These columns show your students' average scale score targets for each growth measure, and what percentage of your class is on track to meet each target by the end of the year. All students with at least 1 test completed are included in these aggregate calculations. Students with at least 1 test completed who are not on track, who are within standard error, or who do not have enough data count as not on track. You can see the details per student in the table below.

3. **Projected EOY Scale Score:** Scale score the student is projected to achieve by the end of the year, based on how the student's growth is trending. This projection is calculated based on all of the student's completed Diagnostic and Progress Monitoring tests year-to-date. This may say "More Data Required" for a few reasons explained earlier in the chapter.

4. **Target Student Growth – Scale Score Target:** Scale score needed by the end of the year to achieve the growth target set by your administrator for the student's grade and subject. If your administrator has not set growth targets for your students, this column will not appear in your report.

5. **Target Student Growth – On Track?** Tells you whether the student is on track to achieve the growth target set by your administrator by the end of the year. The student is considered on track if their Projected EOY Scale Score is greater than their Scale Score Target, after accounting for standard error. If your administrator has not set growth targets for your students, this column will not appear in your report.

6. **Average Grade-Level Target – Scale Score Target:** Scale score needed by the end of the year to achieve the average amount of growth a student in this grade and subject typically makes over the course of the year.

7. **Average Grade-Level Target – On Track?** Tells you whether the student is on track to achieve the average amount of growth for their grade and subject by the end of the year. The student is considered on track if their Projected EOY Scale Score is greater than their Scale Score Target, after accounting for standard error.

8. **On/Above Grade Level – Scale Score to be On Level:** Minimum scale score needed to be on grade level.

9. **On/Above Grade Level – On Track?** Tells you whether the student is on track to be on grade level by the end of the year. The student is considered on track if their Projected EOY Scale Score is greater than the Scale Sore to be On Level, after accounting for standard error.

10. **Most Recent Assessment:** Date of the student's most recent assessment. "D" indicates this test was a Diagnostic Assessment. "PM" indicates this test was a Progress Monitoring Assessment.

11. **Student Links:** Click on a student's name to open that student's Progress Monitoring Report PDF.

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Instructional Grouping Profile Report - Overview Tab (Math)[1]

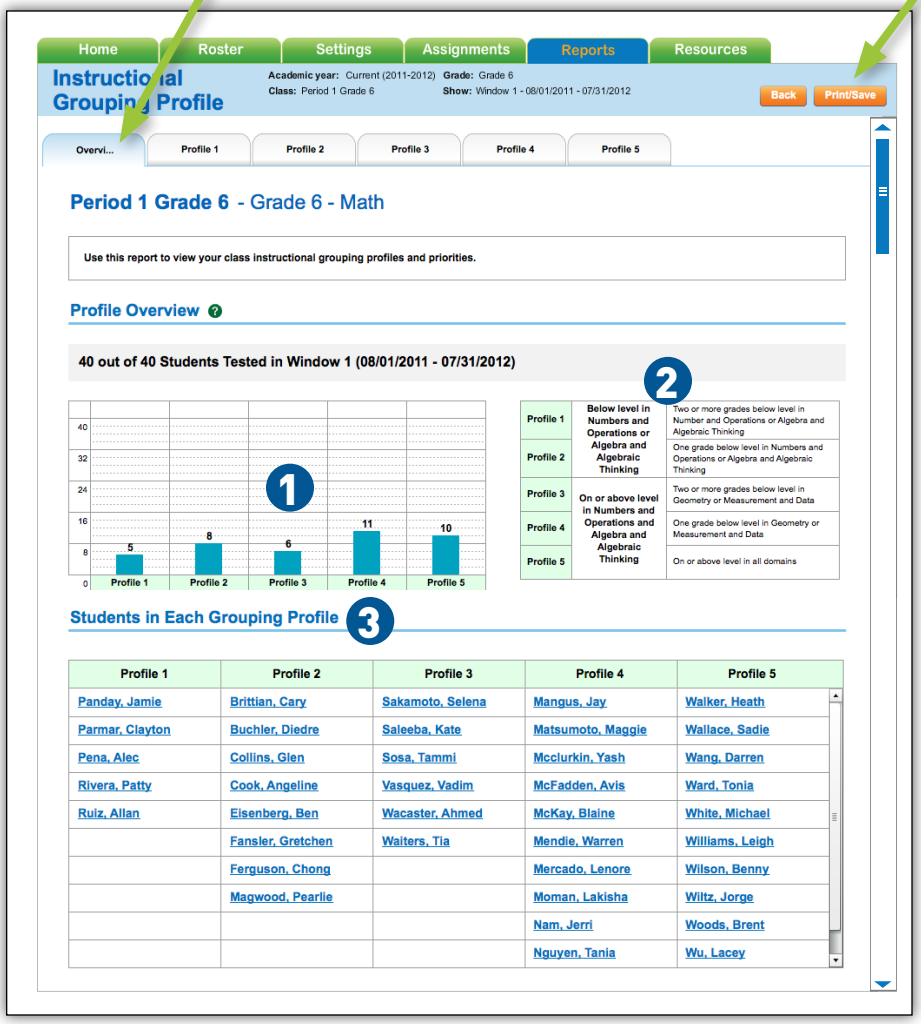
What this report tells you: This report tells you how you can best group students in your class for Math instruction based on the Diagnostic Assessment results.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment

Click the Overview tab to see this report. Be sure to check out all the Profile tabs as well!

Click the "Print/Save" button to print or save a PDF version of any report.



1 **Profile Overview Chart:** This chart shows the number of students in each "profile" within *i-Ready Instruction*.

2 **Profile Explanation Grid:** This grid explains to you what each profile represents. Generally speaking, students in Profile 1 demonstrated below grade-level performances on the Diagnostic and students in Profile 5 demonstrated on or above grade-level performances on the Diagnostic. These profiles describe common areas of strength/weakness among students.

3 **Students in Each Grouping Profile:** This section tells you the names of the students in each profile. If you click on the name of a student, it takes you to his/her Student Profile Report.

Tips:

- Use the Instructional Grouping Profile Report to create instructional groups in your classroom and as a way to monitor progress.
- This is a guideline to start your flexible groups with your students. As your students respond to instruction, you will most likely group and regroup. When you administer another Diagnostic Assessment, this report will regroup based on those results.

1 Available for grades K–8 only.

Instructional Grouping Profile Report - Overview Tab (Reading)[1]

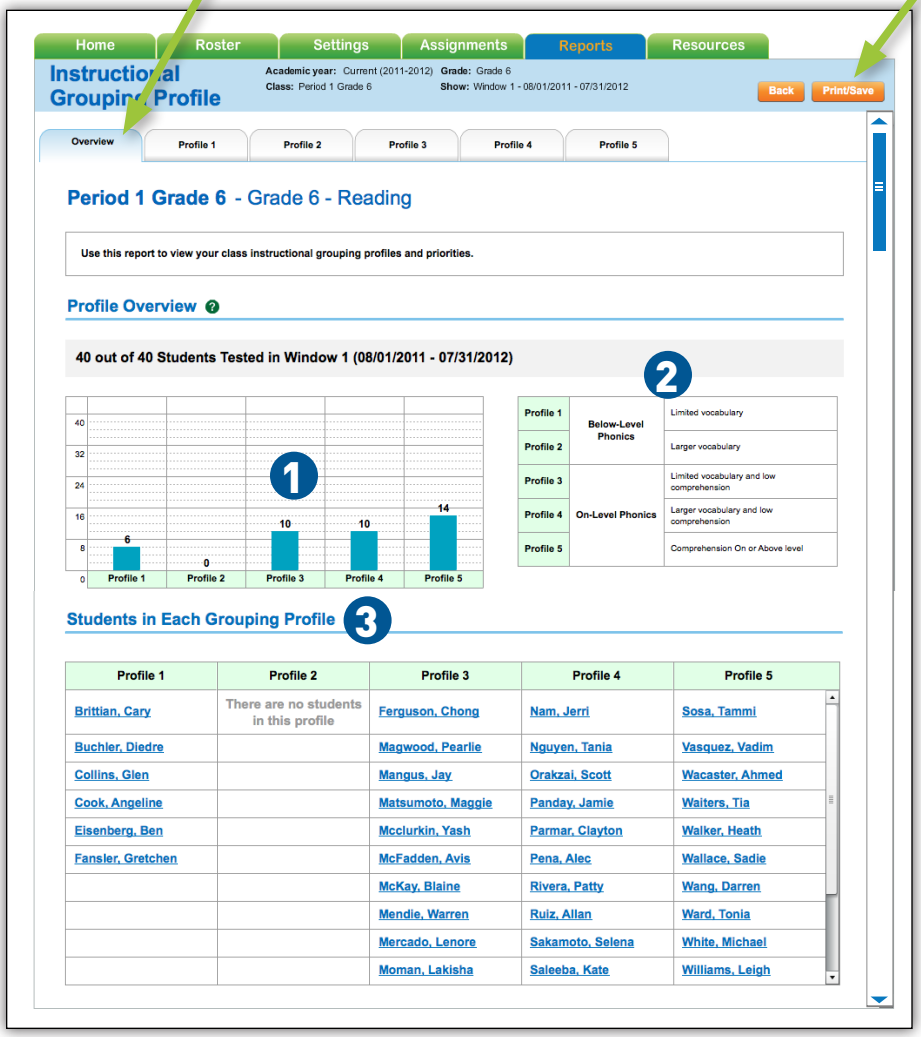
What this report tells you: This report tells you how you can best group students in your class for Reading instruction based on the Diagnostic Assessment results. Again, the Reading and Math versions of this report are identical except for the subject-specific content information.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment

Click the Overview tab to see this report. Be sure to check out all the Profile tabs as well!

Click the "Print/Save" button to print or save a PDF version of any report.



1 **Profile Overview Chart:** This chart shows the number of students in each "profile" within *i-Ready Instruction*.

2 **Profile Explanation Grid:** This grid explains to you what each profile represents. Generally speaking, students in Profile 1 demonstrated weak performances on the Diagnostic and students in Profile 5 demonstrated the strongest performances on the Diagnostic. These profiles describe additional instruction students should receive beyond their core instruction.

3 **Students in Each Grouping Profile:** This section tells you the names of the students in each profile. If you click on the name of a student, it takes you to his/her Student Profile Report.

Tips:

- Use the Instructional Grouping Profile Report to create instructional groups in your classroom and as a way to monitor progress.
- This is a guideline to start your flexible groups with your students. As your students respond to instruction, you will most likely group and regroup. When you administer another Diagnostic Assessment, this report will regroup based on those results.

1 Available for grades K–8 only.

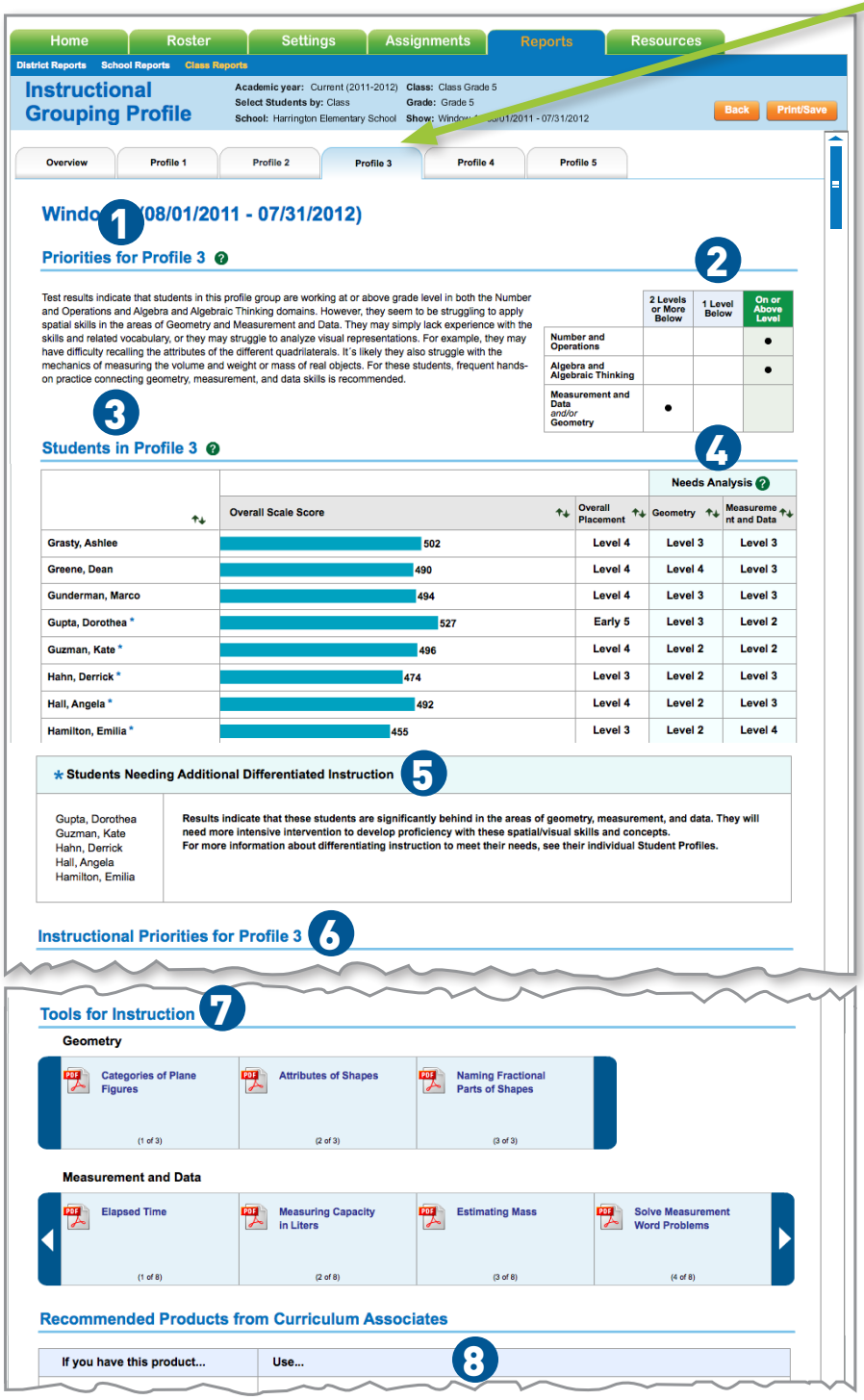
Instructional Grouping Profile Report - Profile Tabs (Math)[1]

What this report tells you: This report tab gives you a detailed view of each student grouping profile, describing specific instructional needs for each profile in Math, based on the Diagnostic Assessment results. This report also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills, tailored to each instructional grouping of students.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment

This is the Profile tab view of the Instructional Grouping Profile report.



1 **Profile Priorities:** A description of what specific domains and skills are a priority for this profile.

2 **Profile Priorities Grid:** A quick, visual overview of this group of students' performance level by domain.

3 **Students in Profile X:** A list of students placed in this profile, along with their overall scale score and overall placement level.

4 **Needs Analysis:** Student placement levels for the domains that are of highest priority for instructional focus.

5 **Students Needing Additional Differentiated Instruction:** This section lists students that are significantly behind in the recommended domains of instructional focus listed in the Needs Analysis section.

6 **Instructional Priorities for Profile X:** Specific instructional recommendations to meet the needs of students in the profile.

7 **Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation.

8 **Recommended Curriculum Associates Products:** Use these paper-based products for targeted, data-driven instruction in your classroom.

1 Available for grades K–8 only.

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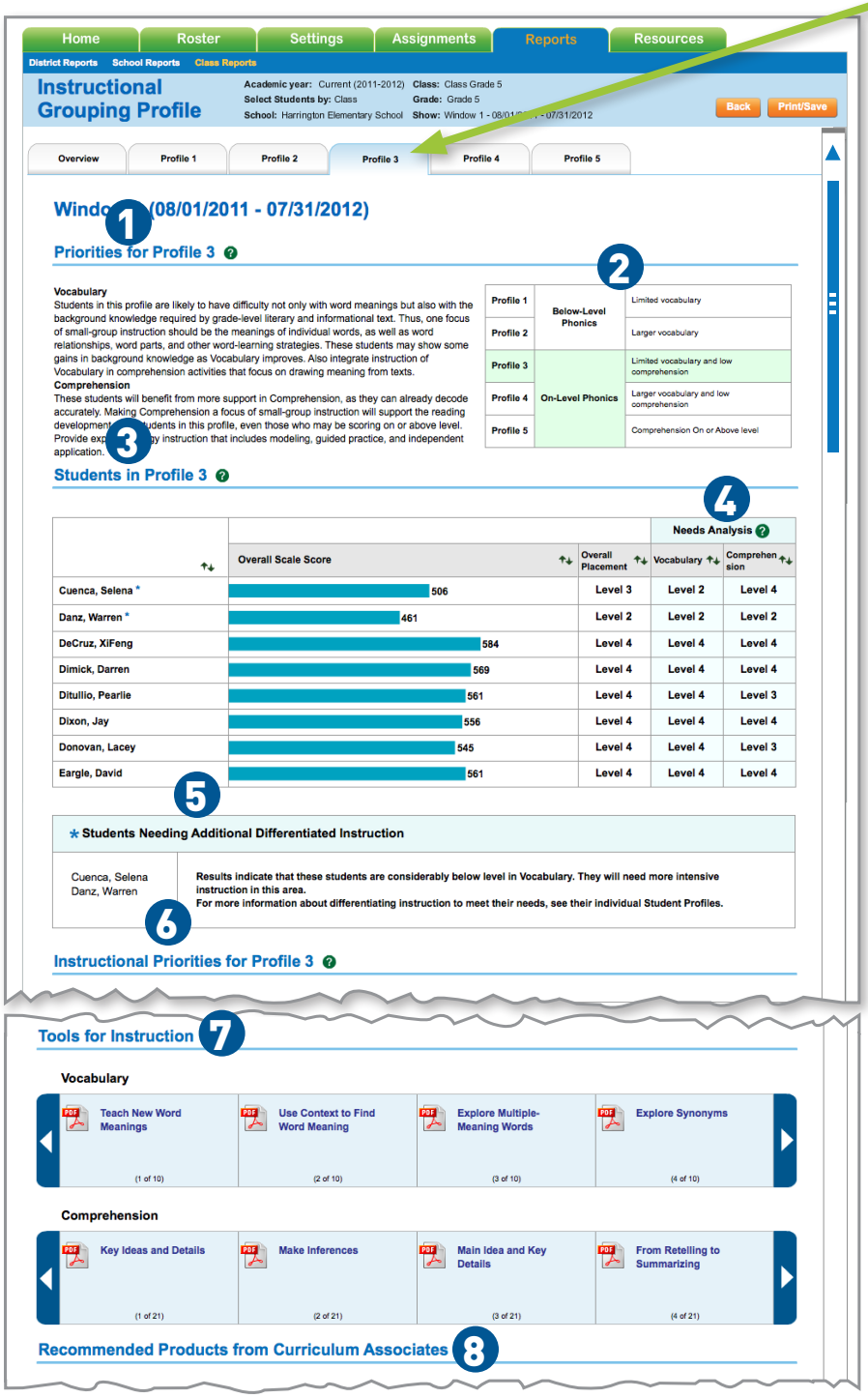
Instructional Grouping Profile Report - Profile Tabs (Reading)[1]

What this report tells you: This report tab gives you a detailed view of each student grouping profile, describing specific instructional needs for each profile in Reading, based on the Diagnostic Assessment results. This report also gives you recommended Tools for Instruction and Curriculum Associates print products that you can use to teach focused skills, tailored to each instructional grouping of students.

Intended use(s): For Planning Instruction/Progress Monitoring

When to use it: When first planning classroom instruction groups after each administration of the Diagnostic Assessment

This is the Profile tab view of the Instructional Grouping Profile report.



1 **Profile Priorities:** A description of what specific domains and skills are a priority for this profile.

2 **Profile Priorities Grid:** A quick, visual overview of this group of students' performance level by domain.

3 **Students in Profile X:** A list of students placed in this profile, along with their overall scale score and overall placement level.

4 **Needs Analysis:** Student placement levels for the domains that are of highest priority for instructional focus.

5 **Students Needing Additional Differentiated Instruction:** This section lists students that are significantly behind in the recommended domains of instructional focus listed in the Needs Analysis section.

6 **Instructional Priorities for Profile X:** Specific instructional recommendations to meet the needs of students in the profile. Each reading profile contains instructional recommendations for your English Language Learner students.

7 **Tools for Instruction:** Use these targeted, skill-based lesson plan PDFs as tools for teaching individual, small groups, or whole class lessons. These PDFs are ideal for remediation.

8 **Recommended Curriculum Associates Products:** Use these paper-based products for targeted, data-driven instruction in your classroom.

1 Available for grades K–8 only.

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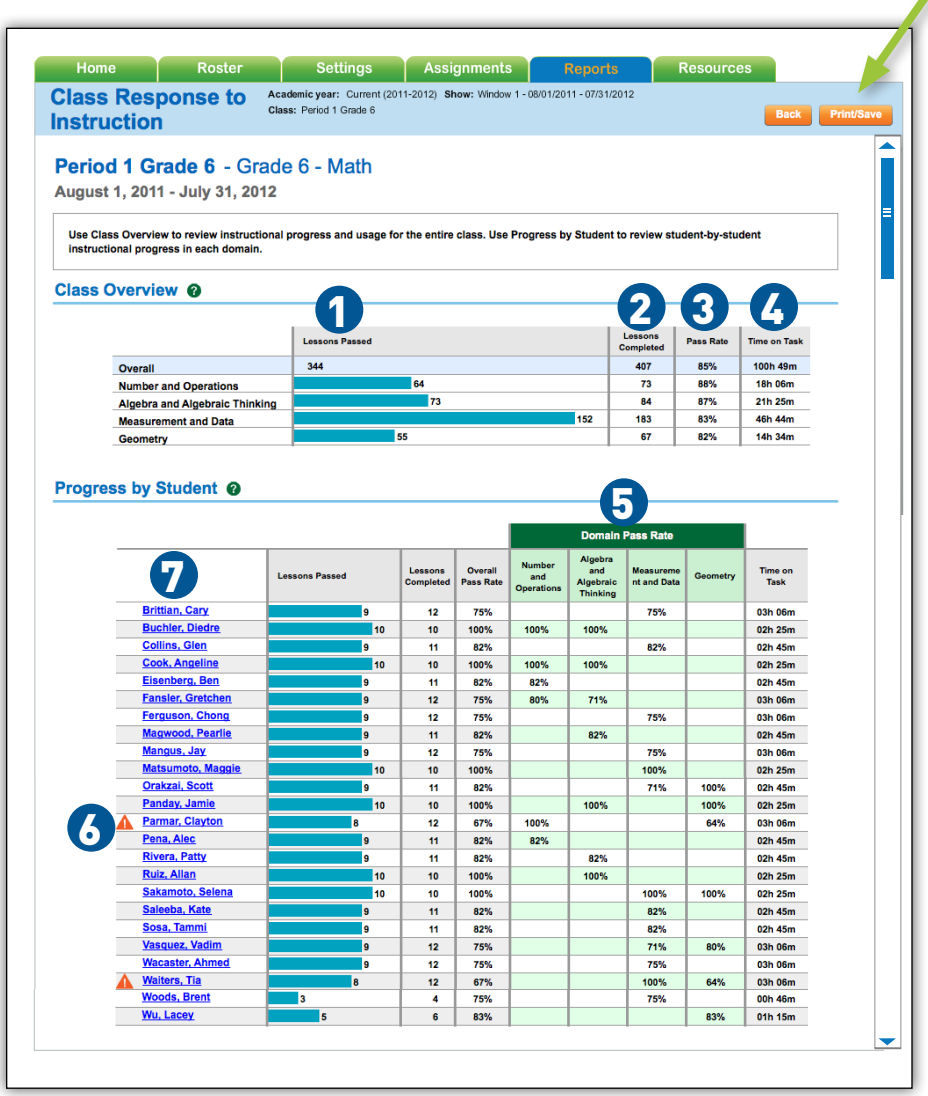
INSTRUCTION Class Response to Instruction (RTI) Report

What this report tells you: This report tells you how your class is performing on the online lessons, if they are making progress, and how much time they are spending completing online lessons. Data in this report is generated by the scored activity at the end of each instructional lesson, allowing you to monitor progress after each lesson is completed.

Intended use(s): For Progress Monitoring/Planning Instruction

When to use it: Whenever students have used *i-Ready Instruction*, you can check their progress with this report.

Click the "Print/Save" button to print or save a PDF version of any report.



	Lessons Passed	Lessons Completed	Pass Rate	Time on Task
Overall	344	407	85%	100h 49m
Number and Operations	64	73	88%	18h 06m
Algebra and Algebraic Thinking	73	84	87%	21h 25m
Measurement and Data	152	183	83%	46h 44m
Geometry	55	67	82%	14h 34m

	Lessons Passed	Lessons Completed	Overall Pass Rate	Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry	Time on Task
Brittian, Cary	9	12	75%			75%		03h 06m
Buchler, Diedre	10	10	100%	100%	100%			02h 25m
Collins, Glen	9	11	82%			82%		02h 45m
Cook, Angeline	10	10	100%	100%	100%			02h 25m
Eisenberg, Ben	9	11	82%	82%				02h 45m
Fansler, Gretchen	9	12	75%	80%	71%			03h 06m
Ferguson, Chong	9	12	75%			75%		03h 06m
Magwood, Pearlie	9	11	82%		82%			02h 45m
Mangus, Jay	9	12	75%			75%		03h 06m
Matsumoto, Maggie	10	10	100%			100%		02h 25m
Orakzai, Scott	9	11	82%			71%	100%	02h 45m
Panday, Jamie	10	10	100%		100%		100%	02h 25m
Parmar, Clayton	8	12	67%	100%			64%	03h 06m
Pena, Alec	9	11	82%	82%				02h 45m
Rivera, Patty	9	11	82%		82%			02h 45m
Ruiz, Allan	10	10	100%		100%			02h 25m
Sakamoto, Selena	10	10	100%			100%	100%	02h 25m
Saleeba, Kate	9	11	82%			82%		02h 45m
Sosa, Tammi	9	11	82%			82%		02h 45m
Vasquez, Vadim	9	12	75%			71%	80%	03h 06m
Wacaster, Ahmed	9	12	75%			75%		03h 06m
Waiters, Tia	8	12	67%			100%	64%	03h 06m
Woods, Brent	3	4	75%			75%		00h 46m
Wu, Lacey	5	6	83%				83%	01h 15m

1. **Lessons Passed:** All the online lessons your class/student has passed.
2. **Lessons Completed:** Total number of lessons completed by your class/student, including both passed and failed lessons. The passing threshold is automatically set at 70%, but it can be adjusted by your school administrator.
3. **Pass Rate:** The percentage of lessons your class/student has passed out of total lessons completed.
4. **Time on Task:** How much time this particular class/student has spent working on online lessons. Note that Time on Task is not counted for a lesson until the scored activity at the end of the lesson is complete.
5. **Domain Pass Rate:** The percentage of lessons passed in each domain by student, out of the total lessons completed in that domain. If this field is blank for a student, it means that the student has not completed any online lessons in this domain yet. Lessons are assigned according to the areas of student's greatest needs.
6. **Alert:** Here, this symbol indicates that the student's overall pass rate is below the threshold set by your administrator for your account (default setting is 70%). When you see this alert, this is an indication that you may want to look at this student's performance and do some individual remediation to help him understand that skill.
7. You can click on a student's name to go straight to the detailed Student Response to Instruction report (for that particular student). For example, when you see an Alert symbol, it is a good idea to click on that student's name to view this report and see what specific lessons she is struggling with.

Tips:

- Use this report to get a sense for how your class is responding to instruction as a whole. If you need to drill down deeper into particular students or groups of students, use the Student Response to Instruction Report.
- Use the Tools for Instruction in the Resources tab to do remediation with students who need help in particular areas.

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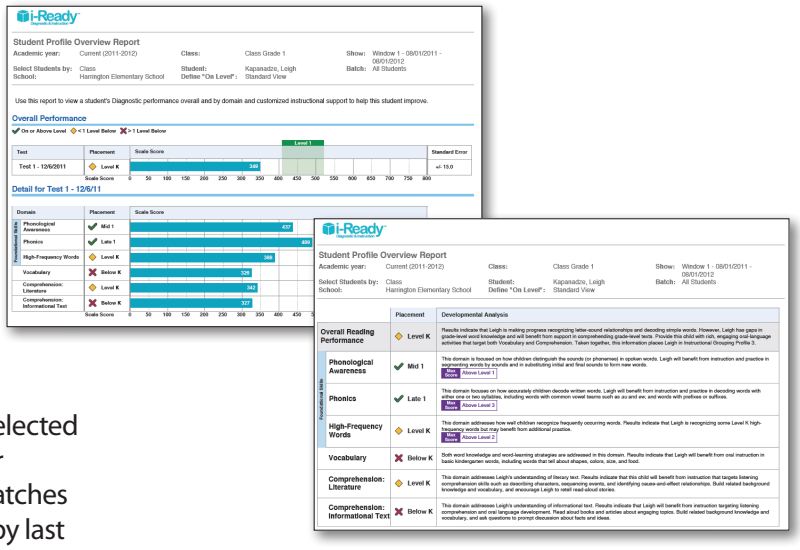
Batch Reports (PDF only)

Batch Reports allow you to download, print, or save the Student Profile Reports or Parent Reports for many students at one time, rather than running reports individually for each student. There are 3 Batch Reports, each described in more detail below. Note that these reports will all download to your computer as a PDF file that you can save or print. These reports can be up to 320 pages long, and may take up to a few minutes to generate and download.

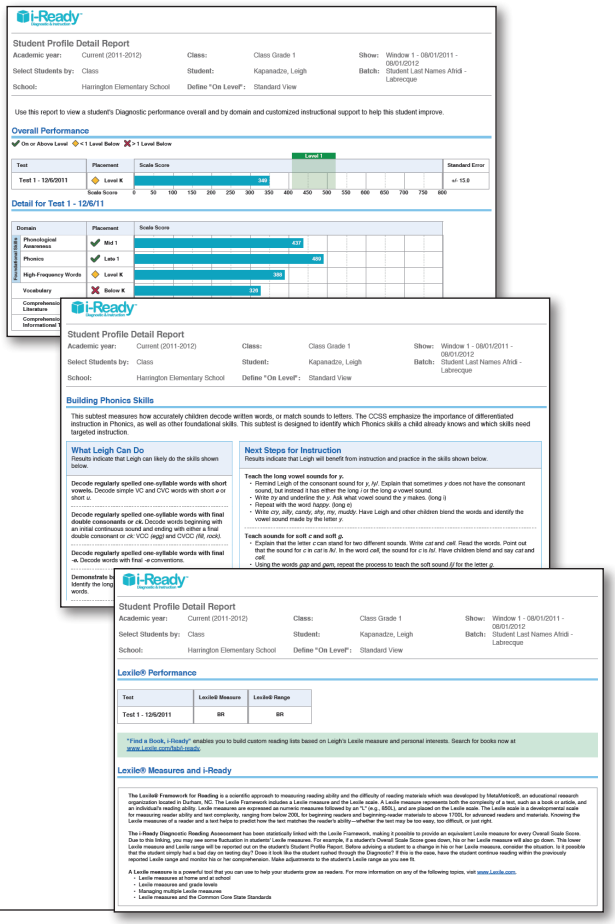
Student Profile Overview



What this report tells you: This report allows you to download a PDF of the Student Profile Report's Overview pages for multiple students at once. The PDF will include approximately 2–3 pages per student.

What students are included: You can download this report for up to 40 students at a time. Most classes in *i-Ready* contain fewer than 40 students, so it will be rare that you need to run more than one batch report for a class or instructional group. All of the students in your selected class or group who have taken a test within your selected "Show" window will be grouped into batches of 40 students or less, organized alphabetically by last name. Select one batch of students to run the report. Run the report multiple times with different batches in order to download this report for more than 40 students.

Student Profile Detail



What this report tells you: This report allows you to download a PDF of the Student Profile Report details for multiple students at once. The Student Profile Report's Overview pages, Domain pages, and Lexile pages (when run for Reading) are all shown in this report. The PDF will include approximately 8–16 pages per student.

What students are included: You can download this report for up to 20 students at a time. All of the students in your selected class or instructional group who have taken a test within your selected "Show" window will be grouped into batches of 20 students or less, organized alphabetically by last name. Select one batch of students to run the report. Run the report multiple times with different batches in order to download this report for more than 20 students.

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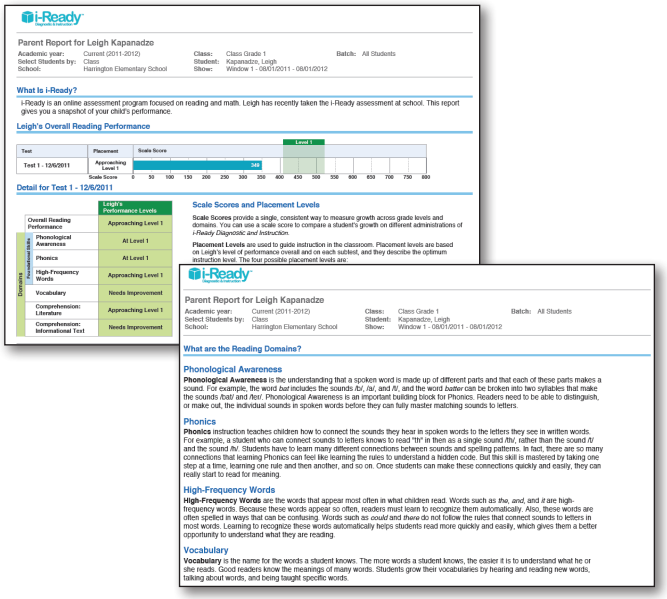
Parent Report

What this report tells you: This report allows you to download a PDF of the Parent Reports for multiple students at once. The PDF will include approximately 2–3 pages per student.

What students are included: You can download this report for up to 40 students at a time. Most classes in *i-Ready* contain fewer than 40 students, so it will be rare that you need to run more than one batch report for a class. All of the students in your selected class or instructional group who have taken a test within your selected "Show" window will be grouped into batches of 40 students or less, organized alphabetically by last name. Select one batch of students to run the report. Run the report multiple times with different batches in order to download this report for more than 40 students.



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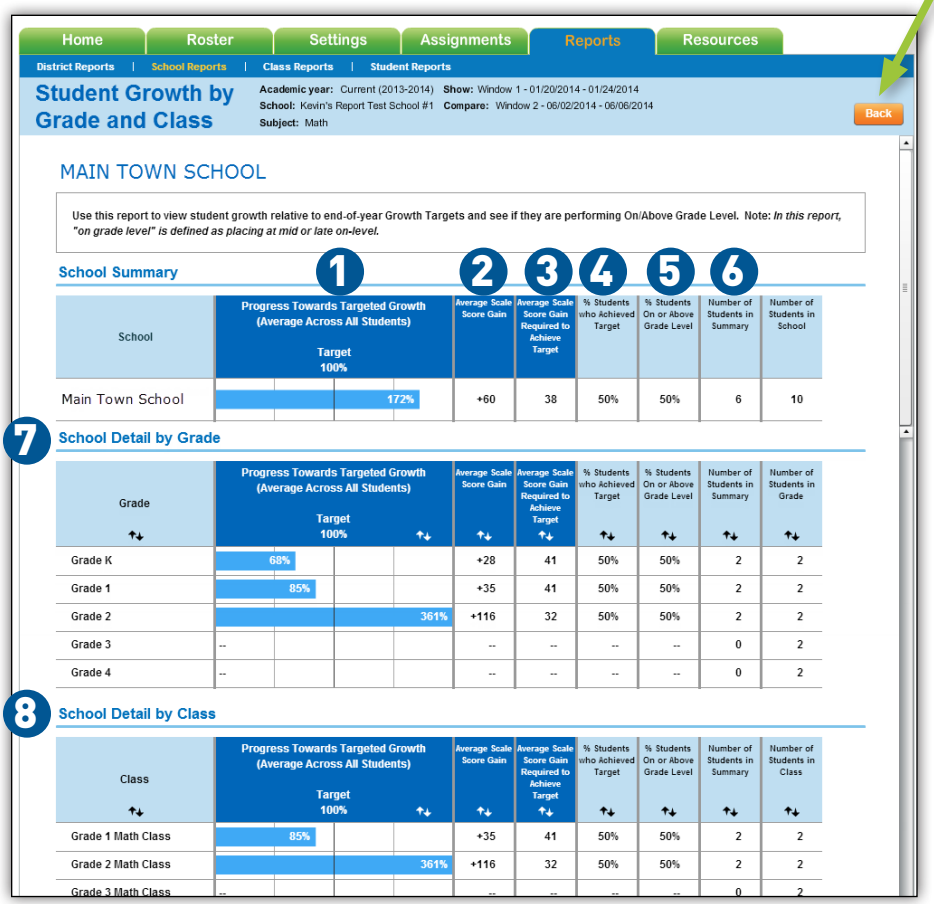
Student Growth by Grade and Class

What this report tells you: This report tells you how much growth students have achieved between Diagnostic Assessments and whether they have met growth targets.

Intended use(s): For Progress Monitoring

When to use it: At the end of the year to see the students' growth.

Click the "Print/Save" button to print or save a PDF version of any report.



1 **Progress Towards Targeted Growth:** The average percentage of growth that students have made toward their target growth. (This divides the scale score growth of each student by their target growth, to find the percent of progress each student has made toward their target, and then takes the average for the school.) *Target gains can be customized in the Settings tab of* i-Ready *and may differ across grades.*

2 **Average Scale Score Gain:** The average scale score gains* of students in the school.

3 **Average Scale Score Gain Required to Achieve Target:** The weighted average of the target gains for each student. Target gains can be customized in the Settings tab of *i-Ready* and may differ across grades.

4 **Percent Students who Achieved Target:** The percentage of students who have met their growth targets.

5 **Percent Students On or Above Grade Level:** The percentage of students who are performing mid or late in their current grade level or above their current grade level.

6 **Number of Students in Summary:** The number of students whose growth is included in the school summary table. This includes all students who have completed two Diagnostic tests within the "Show" and "Compare" windows.

7 **School Detail by Grade:** This table shows all the same data points as the School Summary table but displays the detail by grade level. Note: this is not currently available for grades 9-12.

8 **School Detail by Class:** This table shows all the same data points as the School Summary table but displays the detail by School.

*If a student hasn't made any scale score growth, or if a student's scale score growth has decreased between the two Diagnostic administrations, then that student's growth will be counted as 0 (zero).

Student Growth by Grade and School

What this report tells you: This report tells you how much growth students have achieved between Diagnostic Assessments and whether they have met growth targets.

Intended use(s): For Progress Monitoring

When to use it: At the end of the year to see the students' growth.

Click the "Print/Save" button to print or save a PDF version of any report.

Home | Roster | Settings | Assignments | Reports | Resources

District Reports | School Reports | Class Reports | Student Reports

Student Growth by Grade and School

Academic year: 2012-2013 **Show:** Window 1 - 08/15/2012 - 01/14/2013
Subject: Math **Compare:** Window 2 - 01/15/2013 - 08/14/2013

Back

MAIN TOWN SCHOOL DISTRICT

Use this report to view student growth relative to end-of-year Growth Targets and see if they are performing On/Above Grade Level. Note: *In this report, "on grade level" is defined as placing at mid or late on-level.*

District Summary

District	1 Progress Towards Targeted Growth (Average Across All Students) Target 100%	2 Average Scale Score Gain	3 Average Scale Score Gain Required to Achieve Target	4 % Students who Achieved Target	5 % Students On or Above Grade Level	6 Number of Students in Summary	Number of Students in District
MAIN TOWN SCHOOL DISTRICT	99%	+27	28	42%	21%	3,080	6,928

7 District Detail by Grade

Grade	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in Grade
Grade K	155%	+43	28	64%	16%	421	1,119
Grade 1	100%	+29	29	44%	52%	572	1,145
Grade 2	92%	+27	29	39%	11%	548	1,208
Grade 3	100%	+28	28	44%	21%	579	1,193
Grade 4	62%	+20	33	22%	15%	444	1,129
Grade 5	89%	+17	19	37%	9%	502	1,073
Grade 6	84%	+13	15	50%	0%	6	20
Grade 7	94%	+11	12	67%	0%	3	25
Grade 8	145%	+19	13	60%	0%	5	16

8 District Detail by School

School	Progress Towards Targeted Growth (Average Across All Students) Target 100%	Average Scale Score Gain	Average Scale Score Gain Required to Achieve Target	% Students who Achieved Target	% Students On or Above Grade Level	Number of Students in Summary	Number of Students in School
BLUEBIRD ELEMENTARY SCHOOL	82%	+21	26	34%	11%	305	908
WILLIAMS ELEMENTARY SCHOOL	54%	+13	25	18%	0%	11	941
HEARTS ELEMENTARY SCHOOL	82%	+23	27	34%	19%	463	683
JEFFERSON MIDDLE SCHOOL	130%	+38	29	55%	31%	29	100
CAREY HIGH SCHOOL	108%	+30	28	47%	12%	722	851

1. **Progress Towards Targeted Growth:** The average percentage of growth that students have made toward their target growth. (This divides the scale score growth of each student by their target growth, to find the percent of progress each student has made toward their target, and then takes the average for the district.) *Target gains can be customized in the Settings tab of* i-Ready *and may differ across grades.*
2. **Average Scale Score Gain:** The average scale score gains* of students in the district.
3. **Average Scale Score Gain Required to Achieve Target:** The weighted average of the target gains for each student. Target gains can be customized in the Settings tab of *i-Ready* and may differ across grades.
4. **Percent Students who Achieved Target:** The percentage of students who have met their growth targets.
5. **Percent Students On or Above Grade Level:** The percentage of students who are performing mid or late in their current grade level or above their current grade level.
6. **Number of Students in Summary:** The number of students whose growth is included in the district summary. This includes all students who have completed two Diagnostic tests within the "Show" and "Compare" windows.
7. **District Detail by Grade:** This table shows all the same data points as the District Summary table but displays the detail by grade level. Note this is not currently available for grades 9-12.
8. **District Detail by School:** This table shows all the same data points as the District Summary table but displays the detail by School.

*If a student hasn't made any scale score growth, or if a student's scale score growth has decreased between the two Diagnostic administrations, then that student's growth will be counted as 0 (zero).

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Chapter 4: Using Diagnostic Assessment Data to Make Instructional Decisions

This chapter explains how the valuable information obtained from the Diagnostic Assessment is used by the *i-Ready Instruction* component to create a unique plan for each student. The Diagnostic Assessment drives two types of instruction: online instruction and teacher-led instruction. If you have only the Diagnostic portion of the program, the Diagnostic results can still be very helpful in creating differentiated teacher-led instructional plans for your students; see the "Teacher-led Classroom Instruction" section, later in this chapter.

INSTRUCTION *i-Ready* Online Instruction

This first section is about Online Instruction. See the Teacher-led Classroom Instruction section later in this chapter for more info on what tools and resources *i-Ready* provides for classroom instruction.

How Are Online Lessons Assigned?

Once each student has completed the Diagnostic Assessment, *i-Ready Instruction* will build a unique lesson plan consisting of online instructional lessons based on test performance, with an individualized starting point for every student. Of course, you have the ability to adjust the position of the student within the recommended sequence of lessons, or to add extra lessons for any student. All of this can be done in the "Assignments" tab under the "Student Lesson Plan" sub-tab. **To make changes here or elsewhere within the "Assignments" tab, see the "Assignments" portion of Appendix A.**

How the Online Lessons Work

The *i-Ready Instruction* lessons provide students with an engaging and differentiated learning experience. Each student gets her own unique set of lessons, based on her performance on the Diagnostic Assessment. After completing the Diagnostic Assessment, students will see a "Start Lessons" button on their homepage, which will always take them to the next lesson in their unique plan. Within each lesson, students receive an instructional tutorial, one or more practice sessions, and a final quiz. Upon successful completion of the lesson, they will earn 20 credits toward games, and *i-Ready Instruction* will queue up their next lesson so it is ready to go. We recommend students spend a minimum of 1 hour per week per subject in the *i-Ready Instruction* lessons.

Lessons with the Resume Capability

As students work through the components of their I-Ready Instruction lessons (all components including tutorials, practices, quizzes) they may need to close out of the lesson (e.g., if they aren't able to complete the lesson during a class period). Many lessons in the lesson library have the ability to start a student where they left off when they closed the lesson. Teachers and students can check to see if a lesson component can be resumed by looking at the closing "X" within the lesson window – if the X is orange, the component will be resumable. The student can either pick up where they left off or start over if they wish. If the quiz has an orange X, a student will only need to respond to previously unanswered questions. Their score on the previously answered questions will be saved and will be taken into account for their score. For all components, if the X is white, the component will not resume. The student can either start over or skip to the next component. If the quiz has a white X, it will restart from the beginning of the quiz and no score will have been saved.

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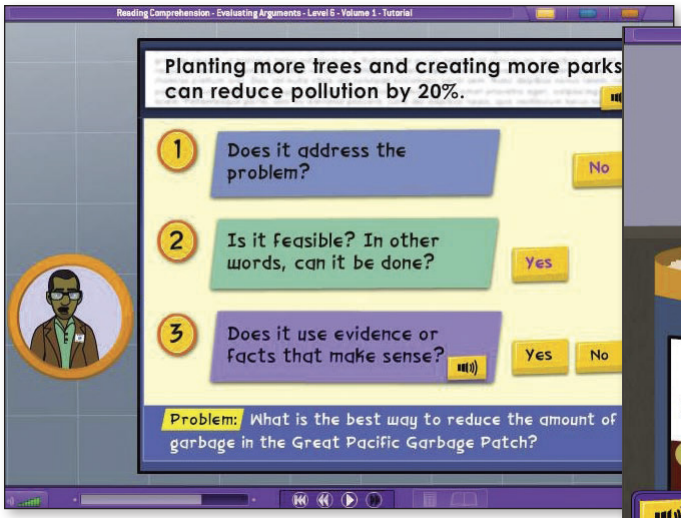
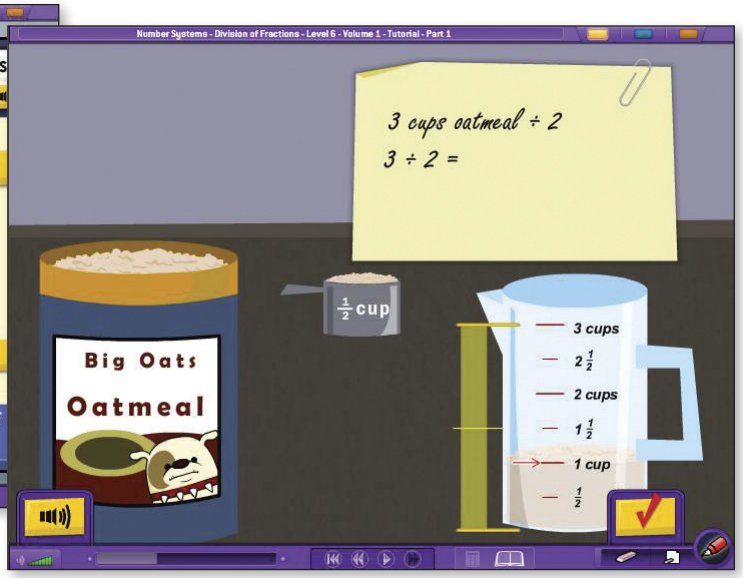


Sample from a Grade 5 Reading Comprehension Lesson



Sample from a Grade 5 Algebra Lesson

As the teacher, you can modify student lesson plans, add/remove "extra lessons," and turn lessons for a particular domain on and off. From the Teacher and Administrator Application, you can also do the following:

- Preview any lesson at any time.
- See which level a lesson targets.
- See how long a given lesson should take.
- See which of your state standards (or Common Core State Standards, if these apply to your state) align with a lesson.

To learn how to change or view the above features, see the "Assignments" tab section of Appendix A. This will walk you through each feature, step by step.

Enabling/Disabling *i-Ready Instruction*

As mentioned previously, students cannot begin online lessons until you enable Instruction. To do so, follow these steps:

1. Go to the "Assignments" tab.
2. Click on the "Class Management" section. (Note: This is called "Program Management" in the Administrator Application.)
3. Choose your class or instructional group and you will then see a button that says "Enable Instruction."
4. Click this button and you can then select the students for whom you would like to enable Instruction, or simply enable Instruction for the whole class or group.
5. You know Instruction is enabled if, when you click on the "Enable Instruction" button after the activity has completed in "My Activities" and you have refreshed the page, a message appears at the right saying, "No students for the selected activity."

Teacher-led Classroom Instruction

How to Use *i-Ready* Report Data to Differentiate Instruction

Even if you only purchased *i-Ready Diagnostic*, the teacher-led instructional components of the program (*i-Ready* Reports, Tools for Instruction, Recommended Curriculum Associates Products) are available to all *i-Ready* users. You can still use the valuable information provided in these resources to differentiate instruction for individual students in your class and determine which topics to focus on. You can then administer monthly Progress Monitoring Assessments and plan another Diagnostic Assessment 12–18 weeks from the last Diagnostic Assessment to monitor progress in these areas of instruction.

Instructional Grouping Profile Report

One report that can be particularly helpful in planning small group classroom instruction is the Instructional Grouping Profile (IGP) Report. This report breaks your students down into small groups for instruction, based on their performance on the Diagnostic Assessment. It also provides you with Tools for Instruction, tailored to each profile grouping in the IGP report. You will even find recommendations for supplemental Curriculum Associates products you can use for each grouping, or profile, of students.

Getting to the Instructional Grouping Profile Report

First, go to the "Reports" tab. Next, under the "Class Reports" sub-tab:

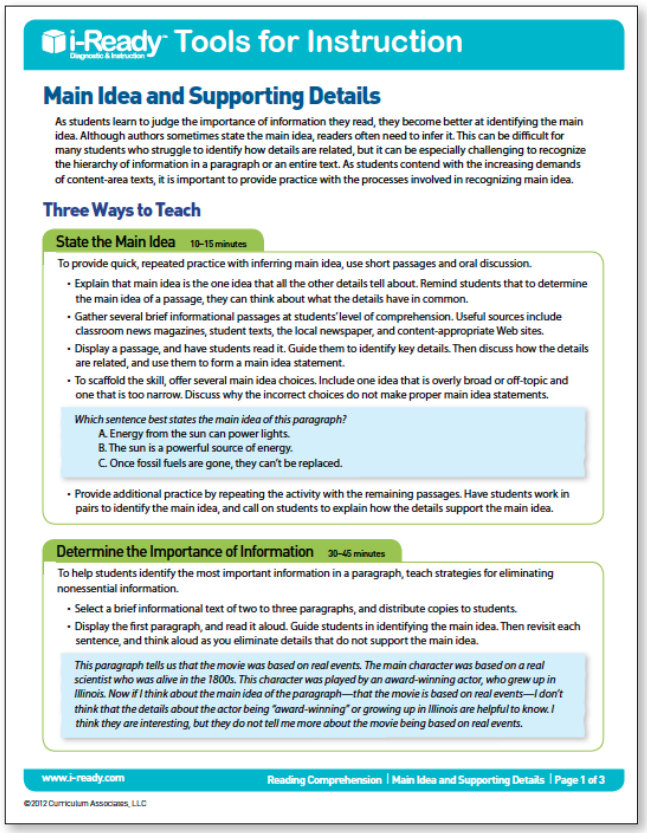
1. Click the "Instructional Grouping Profile" Report.
2. Choose your report criteria from the menu at the right.
3. Click "Create Report."

Refer to the "*i-Ready* Reports At-A-Glance" section of Chapter 3 for detailed information on how best to utilize the information in each report for classroom instruction.

How to Use the Tools for Instruction in Your Classroom

i-Ready provides Tools for Instruction, which are targeted, skill-based lesson plan PDFs that are perfect for teaching individual, small group, or whole class lessons. Each Tool for Instruction describes one or more ways in which classroom teachers, aides, or specialists can jump-start instruction on a particular skill. The Tools for Instruction can be retrieved in three ways. First, you can get Tools for Instruction tailored to a particular student's instructional needs in the Student Profile Report. Second, you can get Tools for Instruction tailored to the needs of various student profile groupings in the Instructional Grouping Profile Report. Lastly, you can explore and download every available Tools for Instruction PDF in the Resources tab. To access the Tools for Instruction in the Resources tab:

1. Click on the "Resources" tab.
2. Under "Tools for Instruction" choose the subject and domain for the lessons you are looking for.
3. Click "Get Tools" and a pop up will appear, with all Tools for Instruction showing, sorted by grade level.
4. Click on the PDF icon next to the tool you wish to download.
5. The PDF will automatically pop-up in a new browser window, where it can be printed or saved.



i-Ready Diagnostic & Instruction Tools for Instruction

Main Idea and Supporting Details

As students learn to judge the importance of information they read, they become better at identifying the main idea. Although authors sometimes state the main idea, readers often need to infer it. This can be difficult for many students who struggle to identify how details are related, but it can be especially challenging to recognize the hierarchy of information in a paragraph or an entire text. As students contend with the increasing demands of content-area texts, it is important to provide practice with the processes involved in recognizing main idea.

Three Ways to Teach

State the Main Idea 10–15 minutes

To provide quick, repeated practice with inferring main idea, use short passages and oral discussion.

- Explain that main idea is the one idea that all the other details tell about. Remind students that to determine the main idea of a passage, they can think about what the details have in common.
- Gather several brief informational passages at students' level of comprehension. Useful sources include classroom news magazines, student texts, the local newspaper, and content-appropriate Web sites.
- Display a passage, and have students read it. Guide them to identify key details. Then discuss how the details are related, and use them to form a main idea statement.
- To scaffold the skill, offer several main idea choices. Include one idea that is overly broad or off-topic and one that is too narrow. Discuss why the incorrect choices do not make proper main idea statements.

Which sentence best states the main idea of this paragraph?
A. Energy from the sun can power lights.
B. The sun is a powerful source of energy.
C. Once fossil fuels are gone, they can't be replaced.

- Provide additional practice by repeating the activity with the remaining passages. Have students work in pairs to identify the main idea, and call on students to explain how the details support the main idea.

Determine the Importance of Information 30–45 minutes

To help students identify the most important information in a paragraph, teach strategies for eliminating nonessential information.

- Select a brief informational text of two to three paragraphs, and distribute copies to students.
- Display the first paragraph, and read it aloud. Guide students in identifying the main idea. Then revisit each sentence, and think aloud as you eliminate details that do not support the main idea.

This paragraph tells us that the movie was based on real events. The main character was based on a real scientist who was alive in the 1800s. This character was played by an award-winning actor, who grew up in Illinois. Now if I think about the main idea of the paragraph—that the movie is based on real events—I don't think that the details about the actor being "award-winning" or growing up in Illinois are helpful to know. I think they are interesting, but they do not tell me more about the movie being based on real events.

www.i-ready.com Reading Comprehension | Main Idea and Supporting Details | Page 1 of 3

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For more information on the Tools for Instruction, such as how to best utilize them for individual, small group, or whole-class instruction, refer to the document "Introduction to Reading Tools" and "Introduction to Math Tools," in the "Finding and Using Tools for Instruction" section of the "Get Tools" pop up mentioned above. Here you will also find Reading and Math charts, sorted by domain and by profile. These will allow you to see which Tools align with the various domains in reading and math, as well as the 5 student profiles outlined in the Instructional Grouping Profile.

How to Incorporate *STARS*®, *STAMS*®, and Other Curriculum Associates Products

The Student Profile report and Instructional Grouping Profile report recommend Curriculum Associates products you might also use for individual, small group, or whole class instruction. These recommendations are based on the particular needs of your students. You will get individual recommendations by student in the Student Profile report, and recommendations by student profile groupings in the Instructional Grouping Profile report.

To see Recommended Curriculum Associates Products:

- Click on the "Reports" tab.
- Open up the Student Profile Report or the Instructional Grouping Profile Report.
- In the Student Profile Report, click on any of the Domain tabs at the top, scroll to the bottom of the report and you will see recommended products to help teach particular skills for the selected student.
- In the Instructional Grouping Profile Report, click on any of the Profile tabs at the top, scroll to the bottom of the report and you will see recommended products to help teach particular skills for the selected instructional grouping profile.

Monitoring Progress

Progress monitoring with *i-Ready Diagnostic & Instruction* is designed to be an easy and consistent part of the program.

The Cycle of *i-Ready Diagnostic & Instruction*

Progress monitoring is built into the *i-Ready* cycle:

- Assess with the Diagnostic.
- Make instructional decisions using reports.
- Teach with *i-Ready Instruction* and/or your own classroom instruction. (If you're using *i-Ready Instruction*, we recommend having students spend a minimum of 1 hour per week per subject in the lessons.)
- Periodically assess growth with monthly Progress Monitoring tests.
- Continually monitor progress using reports and adjust instruction if needed.
- Repeat. (Recommended to administer the Diagnostic test once every 12–18 weeks.)

The reports are your guide to monitoring progress. They are tailored to help you specifically monitor progress based on the *i-Ready* assessments and Instruction. You can always use the assessments available to you to monitor progress throughout the year, whether you have *i-Ready Instruction* or not. Use these reports to monitor progress on the Diagnostic and Progress Monitoring Assessments taken:

- Student Profile report
- Student Progress Monitoring report
- Class Profile report
- Class Progress Monitoring report
- Instructional Grouping Profile report

- State Standards Performance report
- Common Core State Standards Performance Report

If you also use *i-Ready Instruction*, use these additional reports to see how your students are doing between Diagnostic tests, and to modify your instructional plans as necessary:

- Class Response to Instruction report
- Student Response to Instruction report

Appendix A: Step-by-Step Instructions for Navigating the Teacher Application

This appendix provides detailed information on every tab of the Teacher Application, as well as information about different types of users and user permission levels. The majority of the *i-Ready* program experience is the same for both teachers and administrators, so most of this Appendix also applies to administrators. However, sometimes administrators do have slightly different or enhanced abilities. Administrators receive additional reports at the school and/or district level, expanded "Roster" tab capabilities for moving students between classes and/or schools and adding new teachers, the ability to perform "Assignments" tab activities at the school/district level, and enhanced "Settings." Administrators should keep this in mind as they read Appendix A, and then should read Appendix B for more information.

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Automated Provisioning of Roster Information from Your Student Information System

- Some districts choose to update *i-Ready* rosters using data from their Student Information Systems (SIS). Importing student, teacher, and class data from your SIS and automatically populating *i-Ready* and keeping it up to date throughout the year avoids the hassle of having to make individual updates to multiple systems.
- There are two ways that your district/school may choose to update your *i-Ready* account with data from your SIS.

Option 1—Continuous Sync of Students, Teachers and Classes:

- The Student Information System is used as the complete system of record. The SIS is used to load students, classes, teachers, and enrollment data into *i-Ready* at the beginning of school year. Then, on an ongoing basis, students are automatically added to and removed from classes in *i-Ready* as they are added to or removed from sections in the SIS. Teachers added to the SIS are automatically added to *i-Ready* as they are added to their SIS. And, new classes are added to *i-Ready* as they are added to the SIS. Typically districts and schools choose to do this if they keep their SIS consistently up to date with little lag time.

Option 2—Continuous Sync of Students and Teachers:

- The second is to use the SIS as a tool to load students and teachers at the beginning of the year. Then, on an ongoing basis, students are added to *i-Ready* and teachers are added to *i-Ready* based on what occurs in the SIS. No changes are made to class or class enrollments. This means that student and teacher data automatically flows into *i-Ready*, but that users set up classes and class enrollments directly in *i-Ready* (not through the SIS). Districts/schools typically select this option if the sections in their SIS don't match the classes that they would like to setup in *i-Ready*.

If your district has chosen to update *i-Ready* in this way there will be some restrictions to the actions you are able to perform. When they occur, they are noted.

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Users and Permission Levels

Note: Accounts can have as many administrators and teachers as needed.

District Administrator:

- Can access district, school, class, and student level reports.
- Can transfer students from one school to another.
- Can add school level administrators, teachers, students, classes, and groups.
- Can specify times of day and days of the week during which students may not take *i-Ready* assessments.
- Can create an automatic schedule for assigning recurring Progress Monitoring tests to students.
- Can set student growth targets, and choose to display these targets in the Progress Monitoring reports.
- Can create classes and instructional groups with students from across the district and give access to any school administrator or teacher.
- Can view number of subscriptions purchased as well as current year's usage under the Home tab.
- Can access all functionality under the Assignments tab for all classes in the district.

School Administrator:

- Can access his/her designated school, class, and student level reports.
- Can reassign students from one class to another class within his/her designated school.
- Can add teachers, students, classes, and instructional groups within his/her school.
- Can specify times of day and days of the week during which students may not take *i-Ready* assessments.
- Can create an automatic schedule for assigning recurring Progress Monitoring tests to students.
- Can access all functionality under the Assignments tab for all classes in the School.
- Can view current year's usage under the Home tab.

Teacher:

- Has access to his/her designated class and student reports.
- Can access all functionality under the Assignments tab for his/her classes and instructional groups.
- Can choose settings that determine whether his/her students will see the "My Stuff" module on their homepage.
- Can view the times of day and days of the week during which his/her administrator has specified students may not take *i-Ready* assessments.
- Can add students to his/her classes who are not already assigned to another class of the same subject.
- Can create classes with students in his/her other classes.
- Can create instructional groups with students in his/her classes or other instructional groups.
- Can remove students from his/her classes and instructional groups.

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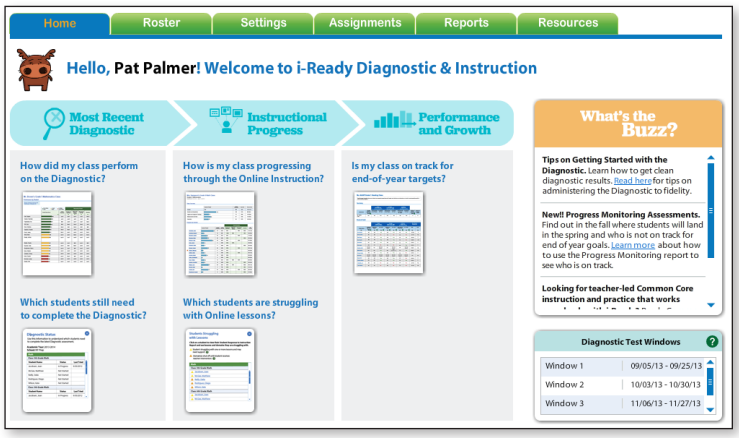
The "Home" Tab

You arrive at the "Home" tab whenever you log in to the *i-Ready* program. You can access the "Home" tab at any time by clicking on it from anywhere in the application.

The "Home" tab is designed to provide easy access to your students' progress through their program. The page helps you navigate through *i-Ready* by providing you with quick access to key reports and information.

"Most Recent Diagnostic" Section



This section of the "Home" page gives you access to the most-up-to-date information on your students' performance on the most recent Diagnostic. Click on "How did my class perform on the Diagnostic?" to go to the landing page for the Class Profile report. From this page, you can click "Create Report" to see a report on the current class or select another class or instructional group.

Click on "Which students still need to complete the Diagnostic?" to see a list of students who have not yet started or are still in progress. For students in progress, you see the date of their last attempt.

INSTRUCTION "Instructional Progress" Section

This section of the "Home" page helps you determine how students are doing in their lessons. Click on "How is my class progressing through the Online Instruction?" to go to the landing page for the Class Response to Instruction report. From this page, you can click "Create Report" to see a report on the current class or select another class or instructional group.

Click on "Which students are struggling with Online lessons?" to see the Student Alert list. This list informs you of any students who are having significant trouble with their lessons. You can click on the name of any student in this list and go directly to the Student Response to Instruction report for more details on where the student is struggling.

i-Ready will turn all the lessons of a domain off for students when they fail two lessons in a row, twice (four failures in a row, on lessons in the same domain). The students with domain shutoffs are listed with an orange warning marker. These students remain on the list of struggling students until you, the teacher, have intervened with the student and turned the domain back on. Students who failed one lesson twice will be listed with a yellow warning marker. These students remain on the list for 14 days, or until they fail more lessons and have a domain shut off—at which point they appear on the list with an orange marker.

"Performance and Growth" Section

This section of the "Home" page helps you monitor students' progress towards end-of-year growth targets. Click on "Is my class on track for end-of-year targets?" to go to the landing page for the class Progress Monitoring report. From this page, you can click "Create Report" to see a report on the current class or select another class or instructional group.

"What's the Buzz?"

Check out the latest information for *i-Ready* customers in this section.

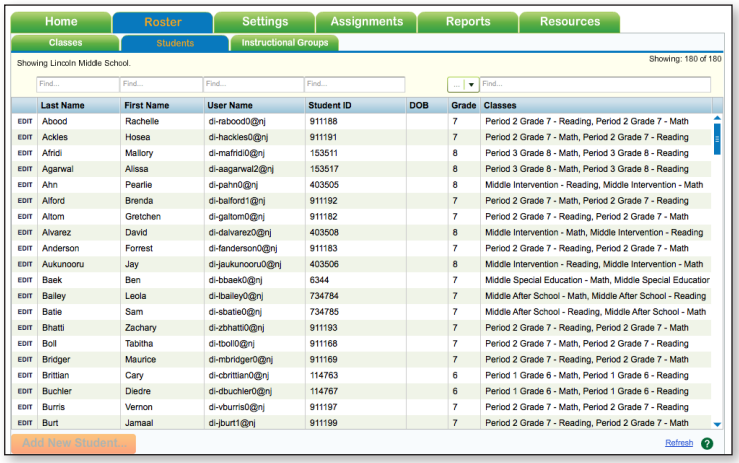
"Diagnostic Test Windows"

If your District Administrator has set test windows for the Diagnostic tests, you can see the dates for these windows here.

The "Roster" Tab

The Roster tab is where you can view and manage your student and class information. You can access the "Roster" tab at any time by clicking on it from anywhere in the application. How much control you have over roster information depends, in part, on whether or not your school uses automated provisioning of Roster Information. If your school uses automated provisioning of roster information, please see the section "Automated Provisioning of Roster Information from Your Student Information System" earlier in this chapter.

The "Students" Sub-tab



The "Students" sub-tab will show you all students in your classes. You can sort or filter by most fields (first name, last name, grade, classes, etc.) to quickly find a particular student.

To change a student's personal information or username, or to add a new student to the roster, you must contact your school or district administrator. Teachers cannot "create" new students; they can only move students already entered into the system into or out of their classrooms. Teachers can view and change student passwords and developmental levels by selecting Edit next to a student's name.

To edit password information for a student:

1. Click the "EDIT" button next to an existing student.
2. The "Student Details" pop-up window will open. Click "Change Password."
3. Enter the new password for that student into the "New Password" and "Confirm New Password" fields that appear.
4. Click "OK."

To change a student's class enrollment:

1. Click the "EDIT" button next to an existing student.
2. The "Student Details" window will open.
3. Click the "Class Enrollment" sub-tab.
4. View the student's current classes.
5. Click the "Add to *i-Ready* Class" button.
6. The resulting pop-up window will show a complete list of your classes. Simply choose the one you want to add the student to and click "OK" when done.
7. To remove the student from a class, click the red "Remove" icon next to the class.
8. If your school uses the automated provisioning with the Continuous Sync of Students, Teachers and Classes option, you will not be able to make changes to students classes, so be sure that your SIS accurately reflects student enrollment.

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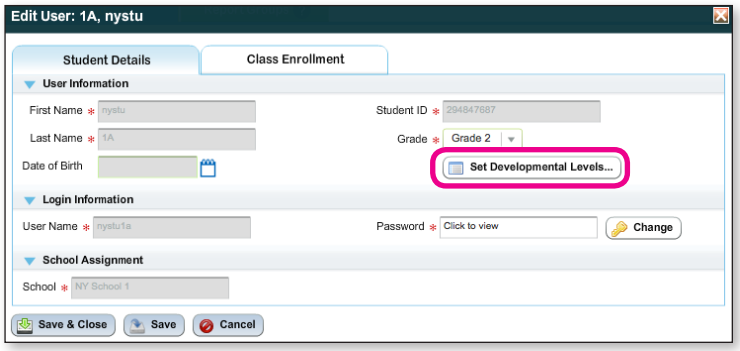
Developmental Levels



Developmental Levels are for use with the *i-Ready* Diagnostic. They are designed to create a more comfortable testing experience for students who are known to perform significantly below their chronological grade level in Mathematics and/or Reading due to developmental difficulties (e.g. special education). If this feature is used, the student's Diagnostic experience will be based on the grade level you select rather than the student's chronological grade as is typically the case. This feature should only be used in special cases.

For example, you may adjust this level if you have an 8th grade student at the 2nd grade level developmentally. Rather than having the diagnostic start at the 7th grade level (the diagnostic always begins adapting from one grade below the students' chronological grade level) and having the student experience challenging content and feel frustrated, you can change the developmental level to 2nd grade. The diagnostic will then adapt from a much more comfortable level for the student. Please contact customer support if you have questions.

To set specific developmental levels for a student:

1. Click the "EDIT" button next to the student's entry on the Roster tab.
2. The "Student Details" window will open.
3. Click the "Set Developmental Levels" button.
4. Choose the developmental levels you would like for math and reading.
5. Click "Save."

The "Classes" Sub-tab

Clicking on the "Classes" sub-tab will show you all of your classes. In most cases your administrator will have already created your classes for you during the onboarding process. However, you have the ability to add new classes and edit your classes if needed. You can also print your students' usernames and passwords.

To add a class:[1]

1. Click the "Add New Class. . . " button.
2. The "Class Details" pop-up window will open. Fill in the Class Name and School. Grade Level, Class Code, and Location are optional.
3. You must select a product to associate with the class. Click the "Select" button next to the "Product" field. You may only select one product. Be sure to click "OK" once you have selected a product.
4. Click on the "Student Enrollment" tab of the pop-up to add students to the class. You can add or remove students from your class at any time.
5. You will be automatically selected as the teacher of the class. You can edit this and/or add other teachers from your school to the class with the "Teacher Assignment" sub-tab.
6. Click "Save."

To edit information for a class:

1. Click the "EDIT" button next to an existing class.
2. The "Class Details" pop-up window will open. Click the appropriate fields to edit the class information.
3. Click the "Student Enrollment" sub-tab to add or remove students from the class.[1]
4. Click the "Teacher Assignment" sub-tab to add or remove teachers from the class.[1]
5. Be sure to click "Save" when done.

To view/print student usernames and passwords for a class:

1. Click the "EDIT" button to open a class's "Class Details" pop-up window.
2. Click the "Print Passwords" button at the bottom of the pop-up window. This button will generate a PDF file listing all of the students in the class, their usernames, and their passwords. This PDF file will open in a new browser window.
3. You may simply view this list, or you may print it out for distribution to your students. Note that this PDF file is designed so you can print it out, cut along the dotted lines, and give each student a slip of paper with his or her own login information.
4. When you are done, simply close the new browser window and the pop-up window.

1 Not available for schools using Automated Provisioning Continuous Sync of Students, Teachers and Classes option. Use the functionality in your school's Student Information System, instead.

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Using the "Class Details" Pop-Up

In the "Classes" sub-tab, click the "Add New Class…" or "EDIT" buttons to open a class's "Class Details" pop-up window. Follow the steps below to adjust the teacher(s) and student(s) assigned to the class.

To assign teacher(s) to a class:[1]

1. Click the "Teacher Assignment" sub-tab.
2. Click the "Add Teachers" button.
3. A pop-up window will appear listing all eligible teachers who are not currently assigned to this class. You can select one or many teachers from this list using the check boxes on the left. (If you have colleagues in another school you must first pick the colleagues' school using the "Change School" button and then you will be able to select them.)
4. Click "OK" when done.
5. Click "Save & Close."

To remove teacher(s) from a class:[1]

1. Click the "Teacher Assignment" sub-tab.
2. Check the box next to any teachers you wish to remove.
3. Click the "Remove Selected Teachers" button.
4. Click "Save & Close."

To assign student(s) to a class:[1]

1. Click the "Student Enrollment" sub-tab.
2. Click the "Add Students" button.
3. A pop-up window will appear listing all eligible students who are not currently enrolled in this class. You can select one or many students from this list using the check boxes on the left. (If you have students in another school you must first pick the student's school using the "Change School" button and then you will be able to select them.)
4. Click "OK" when done.
5. Click "Save & Close."

To remove student(s) from a class:[1]

1. Click the "Student Enrollment" sub-tab.
2. Check the box next to any students you wish to remove.
3. Click the "Removed Selected Students" button.
4. Click "Save & Close."

1 Not available for schools using Automated Provisioning Continuous Sync of Students, Teachers and Classes Option, use the functionality in your school's Student Information System, instead.

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The "Instructional Groups" Sub-tab

Instructional groups enable you to create informal groupings of students for the convenience of assignment and student and class reporting. (They are not included in your administrator's aggregate school and district reports.) Students must be in a class before they can be in a group.

When should I use Instructional Groups?

- I am a pullout teacher (e.g. special education teacher, after school teacher) who needs to see reports and assign lessons for my students in other teachers' classes.
- My students are in different classes, and I want to see them together in my reports.
- I have a large class of students and I want to assign and/or report on a subset of my students.
- I want to view and assign to customized groups of my students (e.g. Tier 2 and Tier 3). This way I can look at the reports for all of my Tier 2 students or my Tier 3 students separately and I can assign them extra lessons based on their groups' needs.

What are the benefits of Instructional Groups?

- Allow teachers and administrators to view students from across classes and schools together in reports.
- View reports *without* having to move your students between classes.
- View reports *without* having to add yourself to several classes.
- View reports for customized groups of students, such as after school programs, intervention programs, or Special Education students.
- Allow teachers who are not assigned to any classes to have an account in *i-Ready Diagnostic & Instruction* to view student reports.

How are Classes and Instructional Groups different?

- Instructional groups allow teachers and administrators to create informal groupings of students for the convenience of assignment and reporting.
- Instructional groups are not included in school and district reports; classes are used for administrator aggregregate reporting.
- Teachers and administrators in districts that choose to sync their *i-Ready* accounts with their SIS will be able to create and modify students' instructional groups without affecting the data coming from their SIS.
- Student must be enrolled in a class before they can be added to the instructional group. Classes grant a student access to their *i-Ready* math or reading Diagnostics, and are used for aggregate reporting.

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Using the "Group Details" Pop-Up

In the "Instructional Groups" sub-tab, click the "Add New Instructional Group…" or "EDIT" buttons to open a groups's "Group Details" pop-up window. Follow the steps below to adjust the teacher(s) and student(s) assigned to the group.

To assign teacher(s) to a group:

1. Click the "Teacher Assignment" sub-tab.
2. Click the "Add Teachers" button.
3. A pop-up window will appear listing all eligible teachers who are not currently assigned to this group. You can select one or many teachers from this list using the check boxes on the left. (If you have colleagues in another school you must first pick the colleagues' school using the "Change School" button and then you will be able to select them.)
4. Click "OK" when done.
5. Click "Save & Close."

To remove teacher(s) from a group:

1. Click the "Teacher Assignment" sub-tab.
2. Check the box next to any teachers you wish to remove.
3. Click the "Remove Selected Teachers" button.
4. Click "Save & Close."

To assign student(s) to a group:

1. Click the "Student Enrollment" sub-tab.
2. Click the "Add Students" button.
3. A pop-up window will appear listing all eligible students who are not currently enrolled in this group. You can select one or many students from this list using the check boxes on the left. (If you have students in another school you must first pick the student's school using the "Change School" button and then you will be able to select them.)
4. Click "OK" when done.
5. Click "Save & Close."

To remove student(s) from a group:

1. Click the "Student Enrollment" sub-tab.
2. Check the box next to any students you wish to remove.
3. Click the "Removed Selected Students" button.
4. Click "Save & Close."

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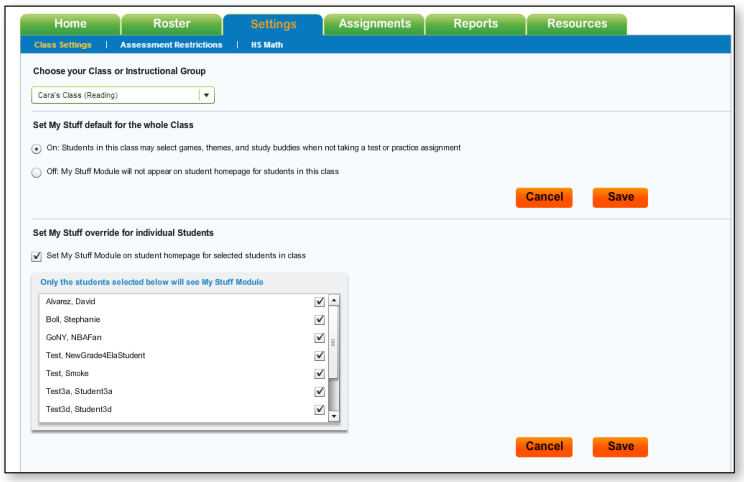
The "Settings" Tab



Clicking the settings tab from anywhere in your *i-Ready* program will take you to the "Settings" page. On this page you can choose settings that determine whether your students will see the "My Stuff" module on their homepage, as well as view restrictions your administrators may have set for time of day/week when students may not take *i-Ready* assessments.

The "My Stuff" module allows students to select their background theme, change their study buddy, and play games. Students can change their theme or study buddy at any time. Students must pass lessons and earn credits in order to play games. Students earn 20 credits for passing a lesson, and no credits if they do not pass. Each game costs students 50 credits and lasts no longer than 4 minutes.

Students will see their "My Stuff" module on their homepage by default. However, at certain times during the year you may wish to change a student's access to their "My Stuff" module.

You can also view which times of day and days of the week students may not take *i-Ready* assessments. These are restrictions that may have been made by your district or school administrator. If a student logs in during restricted hours, he or she will not be able to complete Diagnostic Assessments or Progress Monitoring Assessments, but will be able to complete any online lessons and lesson quizzes that he or she has been assigned.

To make changes to My Stuff settings, follow these steps:

1. On the Class Settings sub-tab, choose your class or instructional group from the drop-down menu.
2. Make the default selection for your class or group.
3. Click the first "Save".
4. Then you can choose to override that setting for individual students.
5. Click the second "Save."

To view restrictions on days and times of the week during which students may not take *i-Ready* assessments:

You may view the restricted hours on the Assessment Restrictions sub-tab, but must contact your administrators with questions or changes.

The "Assignments" Tab

The "Assignments" tab acts as your command center for managing your students' experience in *i-Ready Diagnostic & Instruction*. Here you will find a system-generated "Student Lesson Plan" for each student, based on the individual results of his or her latest Diagnostic Assessment. You can also create an "Extra Lessons" Plan and assign lessons outside of the system-generated plan for each student.

The "Class Management" Sub-tab

The "Class Management" sub-tab allows you to perform a number of operations for all of the students in a class, or for a specific group of students, with one step. Some of these same operations can be done from within the "Tests," "Student Lesson Plan," or "Extra Lessons" sub-tabs, but in those locations you can only work with one student at a time.

Add and Remove Tests in the "Class Management" Sub-tab

To add a Diagnostic test for one or more students:

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Add Diagnostic Test."
3. On the right side of the screen, select the students to whom you wish to add the test. You may select "All Students," or you may select any group of students.
4. Click "Go."
5. The "Add Diagnostic Test Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to assign a test to your students.
6. Note that, to prevent test fatigue, any students who are already assigned or in the middle of a Progress Monitoring test will have their Progress Monitoring tests canceled and replaced with the Diagnostic test.

To add an Extra Progress Monitoring test for one or more students:

Note that your administrator may set up an automatic schedule for assigning Recurring Progress Monitoring tests to your students. You can view the upcoming schedule of Progress Monitoring tests in the Tests sub-tab on each student page. If you wish to supplement the recurring schedule with Extra Progress Monitoring tests, you can do so for one or more students on this page by following the steps below.

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Add Progress Monitoring."
3. On the right side of the screen, select the students to whom you wish to add the test. You may select "All Students," or you may select any group of students.
4. Click "Go."
5. The "Add Progress Monitoring Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to assign an Extra Progress Monitoring test to your students.
6. Note that the test will only be assigned to students who are not already assigned or in the middle of taking a Diagnostic test or Recurring Progress Monitoring test.

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To remove a Diagnostic test for one or more students:

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Remove Diagnostic Test."
3. On the right side of the screen, select the students from whom you wish to remove the test. You may select "All Students," or you may select any group of students.
4. Click "Go."
5. The "Remove Diagnostic Test Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to remove the assigned test from all of the students selected.
6. Note that the Diagnostic test will only be removed from students whose tests are "Not Started" or are "In Progress," and will only be removed from students who have previously completed at least one Diagnostic test. You cannot remove a completed Diagnostic test. You also cannot remove a student's first Diagnostic test.

To remove a Progress Monitoring test for one or more students:

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Remove Progress Monitoring."
3. On the right side of the screen, select the students from whom you wish to remove the test. You may select "All Students," or you may select any group of students.
4. Click "Go."
5. The "Remove Progress Monitoring Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to remove the assigned Progress Monitoring test from all of the students selected.
6. Note that the Progress Monitoring test will only be removed from students whose tests are "Not Started" or are "In Progress." You cannot remove a completed test.

INSTRUCTION Add and Remove Extra Lessons in the "Class Management" Sub-tab

Teachers often use extra lessons as a way to give students additional practice outside of the system-generated student lesson plan, or to reinforce a concept related to in-class instruction. Students will see the extra lessons you add as separate from their system-generated student lesson plans. Students will click on an entirely different, easy-to-see button that says "Start Extra Lessons" to access the extra lessons you assign.

You can search for and add your students' extra lessons within both the "Class Management" and the "Extra Lessons" sub-tabs of the "Assignments" tab. You would likely manage extra lessons within the "Class Management" sub-tab if you wish to do so for multiple students. If you wish to see a particular student's detailed lesson plan and to make careful decisions about which extra lessons to add for a student, you may want to add extra lessons via the "Extra Lessons" sub-tab (see "The 'Extra Lessons' Sub-tab" section later in this appendix.)

To add extra lessons for one or more student(s):

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Add Extra Lessons."
3. On the right side of the screen, select the students to whom you wish to add the extra lessons. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction.
4. Click "Go."
5. The "Add Lesson" pop-up will appear, listing the domains for the subject of the class (or instructional group). Select one of the domains, and click the "Next" button.

6. A list of all lessons in the domain will appear. Use the scroll bar to view all the lessons. You may preview or learn more about any lesson by clicking on the lesson title.
7. Click the checkbox next to any lessons you wish to add to each student's "Extra Lessons" plan.
8. Click "Add."
9. A confirmation pop-up will appear. Click "Yes" if you are certain that you want to add the selected lessons to your students' "Extra Lessons" plans.

To remove all the extra lessons for one or more student(s):

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Clear Extra Lessons."
3. On the right side of the screen, select the students for whom you wish to clear the extra lessons. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction.
4. Click "Go."
5. The "Clear Extra Lessons Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to remove all the extra lessons from all the students' "Extra Lessons" plans.

INSTRUCTION Turn Domains On and Off in the "Class Management" Sub-tab

You can control in which domains your students receive lessons by turning domains on and off. While a domain is turned on, *i-Ready* may deliver lessons to your students in that domain. While a domain is turned off, *i-Ready* will not deliver lessons to your students in that domain. Turning domains on and off does not affect the extra lessons assigned to your students.

You can turn domains on and off within both the "Class Management" and the "Student Lesson Plan" sub-tabs of the "Assignments" tab. You would likely turn domains on and off within the "Class Management" sub-tab if you wish to do so for multiple students. If you wish to see a particular student's detailed lesson plan and turn domains on and off for an individual student, you may want to manage domains via the "Student Lesson Plan" sub-tab (see "The 'Student Lesson Plan' Sub-tab" section later in this appendix.)

To turn a domain on for one or more student(s):

1. Select a class or instrcutional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Turn Domains On."
3. On the right side of the screen, select the students for whom you wish to turn on domains. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction.
4. Click "Go."
5. The "Turn Domains On" pop-up will appear, listing the domains for the subject of the class. Click the checkbox next to any domains you wish to turn on.
6. Click "Confirm."
7. A confirmation pop-up will appear. Click "Yes" if you are certain that you want to turn on the selected domains for your students.

To turn a domain off for one or more student(s):

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Turn Domains Off."

3. On the right side of the screen, select the students for whom you wish to turn off domains. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction.
4. Click "Go."
5. The "Turn Domains Off" pop-up will appear, listing the domains for the subject of the class. Click the checkbox next to any domains you wish to turn off.
6. Click "Confirm."
7. A confirmation pop-up will appear. Click "Yes" if you are certain that you want to turn off the selected domains for your students.
8. Note that turning domains off will not affect any extra lessons assigned to your students. (For example, if you have assigned an extra lesson in geometry to your students, this extra lesson will continue to be available to your students even if you turn the geometry domain off.)

INSTRUCTION Enabling and Disabling Instruction

You can decide whether or not students receive *i-Ready* instructional lessons by enabling or disabling instruction for your students. When instruction is enabled, lessons are automatically delivered to your students according to their individual lesson plans. When instruction is disabled, lessons are not available to your students.

To enable *i-Ready Instruction* for one or more student(s):

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Enable Instruction."
3. On the right side of the screen, select the students for whom you wish to enable instruction. You may select "All Students without Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have not enabled instruction. In other words, students who are already taking lessons will not appear on this list.
4. Click "Go."
5. The "Enable Instruction Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to enable instruction for all of the students selected.

To disable *i-Ready Instruction* for one or more student(s):

1. Select a class or instructional group from the drop-down menu.
2. On the left side of the screen, select the checkbox for "Disable Instruction."
3. On the right side of the screen, select the students for whom you wish to disable instruction. You may select "All Students with Instruction," or you may select any group of students. The list of students that you see will only include those students for whom you have enabled instruction. In other words, only students who can currently take lessons will appear on this list.
4. Click "Go."
5. The "Disable Instruction Confirmation" pop-up will appear. Click "Yes" if you are certain that you want to disable instruction for all of the students selected.

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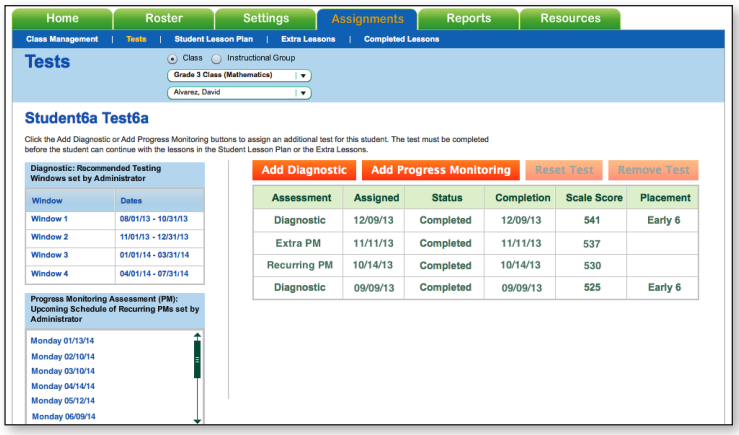
The "Tests" Sub-tab



Use the "Tests" sub-tab to manage the Diagnostic and Progress Monitoring Assessments assigned to your students and view summaries of the tests assigned to your class.

Once assigned, the Diagnostic test or Progress Monitoring test will be available immediately to your student; however, he/she will be unable to access his/her *i-Ready* student lesson plan lessons, or any extra lessons, until he/she has completed the test. Note: the first Diagnostic Assessment is automatically assigned when the program is begun.

Your administrator may set up an automatic schedule for assigning Recurring Progress Monitoring tests to your students. Once the date of a scheduled Progress Monitoring test arrives, it will be assigned to your student and available immediately. You can view the upcoming schedule, supplement it with Extra Progress Monitoring tests, or remove the Recurring Progress Monitoring tests once assigned on this screen.

To assign additional Diagnostic tests:

1. Select your class or instructional group from the first drop-down menu, and then select your student from the second drop-down menu.
2. If your administrator has scheduled a "Diagnostic Recommended Testing Window," with dates indicating when you should try to assign a Diagnostic Assessment, you will see this information in a grid on the left. However, if a testing window was not assigned, no "Diagnostic Recommended Testing Window" grid will appear.
3. Click "Add Diagnostic."
4. A confirmation pop-up box will appear, asking you to confirm this change.
5. Click "Yes."
6. An additional Diagnostic Assessment will be assigned to the student. The student's lesson plan lessons and extra lessons will be unavailable to her until the assessment is completed.

To assign Extra Progress Monitoring tests:

1. Select your class or instructional group from the first drop-down menu, and then select your student from the second drop-down menu.
2. If your administrator has set up an automatic schedule for assigning Recurring Progress Monitoring tests, you will see a list of the scheduled Progress Monitoring test dates in the "Upcoming Schedule of Recurring PMs set by Administrator" grid on the left. If your administrator has not scheduled any Progress Monitoring tests, you will simply see the message "There are no upcoming Recurring PMs scheduled."
3. Click "Add Progress Monitoring."
3. A confirmation pop-up box will appear, asking you to confirm this change.
5. Click "Yes."
6. An Extra Progress Monitoring test will be assigned to the student. The student's lesson plan lessons and extra lessons will be unavailable to him until the assessment is completed.

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To remove a test:

You may wish to remove a test if you find a student has been guessing and you wish to have her begin a new test, or if you do not want a student taking the Recurring Progress Monitoring test scheduled by your administrator. Note that you can only remove a test if it has not yet been completed, and you can only remove a Recurring Progress Monitoring test after it has automatically been assigned on the scheduled date.

1. Select your class or instructional group from the first drop-down menu, and then select your student from the second drop-down menu.
2. Click "Remove Test."
3. A confirmation pop-up box will appear, asking you to confirm this change.
4. Click "Yes."

To reset a test:

You may wish to reset a test if you find a student has been guessing and you wish to have him begin a new test. Note that you can only reset Diagnostic tests, and only if they are "In Progress." If you need to reset a Progress Monitoring test, use Remove Test and then Add Progress Monitoring.

1. Select your class or instructional group from the first drop-down menu, and then select your student from the second drop-down menu.
2. Click "Reset Test."
3. A confirmation pop-up box will appear, asking you to confirm this change.
4. Click "Yes."

Reducing test fatigue:

To reduce test fatigue, a student can only have one test assigned to her at a time.

- A Diagnostic test cannot be added while another Diagnostic test is already assigned or in progress.
- Adding a Diagnostic test while a student already has a Progress Monitoring test assigned or in progress will cancel the Progress Monitoring test and replace it with a Diagnostic test.
- An Extra Progress Monitoring test cannot be added while a Diagnostic test or Progress Monitoring test is already assigned or in progress.
- A scheduled Recurring Progress Monitoring test will not be added if the student already has a Diagnostic test or Progress Monitoring test assigned or in progress. (However, note that if the student already has a Recurring Progress Monitoring test assigned to them, but has not started the test, then the skipped test will be canceled and replaced by the more recent Recurring Progress Monitoring test.)

Test expiration:

Please note that if a student does not complete a Diagnostic test within 21 days, or a Progress Monitoring test within 7 days, the test will expire. This is in line with best practices in educational research to limit the window of time in which an assessment is in progress to protect the validity of test results and the integrity of your data. No action is needed on your part to expire the test. The student will receive a new test in the event the test expires.

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INSTRUCTION The "Student Lesson Plan" Sub-tab

When your students complete their Diagnostic Assessment, *i-Ready Diagnostic & Instruction* will create their individual "Student Lesson Plan."

When you first click on the "Student Lesson Plan" sub-tab, you are prompted to choose a class or instructional group and student. Once the selections have been made, you can see the detailed lesson plan programmed for this particular student. Here you can:

- preview any lesson in *i-Ready*
- see how long a given lesson takes
- see what level a particular lesson falls under
- view the state standards and/or Common Core State Standards aligned with a given lesson
- change a student's position within the list of lessons in her lesson plan
- turn lesson domains on or off

To see the level and/or duration of a lesson within a student's lesson plan:

1. Observe the level listed under the "Level" column for each lesson.
2. Observe the time listed under the "Est. Time" column for each lesson.

INSTRUCTION Preview Lessons in a Student's Lesson Plan

You may wish to preview a lesson in the "Student Lesson Plan" sub-tab if you wish to take a look at a lesson in a student's overall lesson plan, or if you wish to change the student's position within the programmed lesson order. Otherwise, if you want to preview lessons to add as "Extra Lessons," see the "The 'Extra Lessons' Sub-tab" section later in this appendix.

To preview a lesson:

1. Click on a lesson title under the "Lesson Name" column. The "Lesson Preview" pop-up will open.
2. Each lesson is made of a number of components: usually an instruction or tutorial component, a practice component, and a quiz component. Click the "View" link next to a component to open another browser window and view the lesson component.
3. When you are done, close the browser window to return to the "Lesson Preview" pop-up.

You can also preview lessons by clicking on the lesson names within the domain pop-ups (see step 1 under the "'How Do I Adjust my Student's Lesson Plan?" section below for help opening the domain pop-ups).

INSTRUCTION View Lesson Correlations

Most lessons are aligned with one or more Common Core State Standards and/or state standards, where applicable. Not all states are represented yet with their standards in the *i-Ready* system, and not all states have accepted the Common Core State Standards.

To view the standards aligned with a lesson:

1. Click on the "CC" icon associated with a lesson title to open the "Common Core State Standards Alignment" pop-up window (where applicable).
2. Click on the state icon associated with a lesson title to open the "State Standards Alignment" pop-up window (where applicable). You can open both standard alignments for the same lesson at the same time, to view them together.
3. Click the X in the right corner to close the pop-up.

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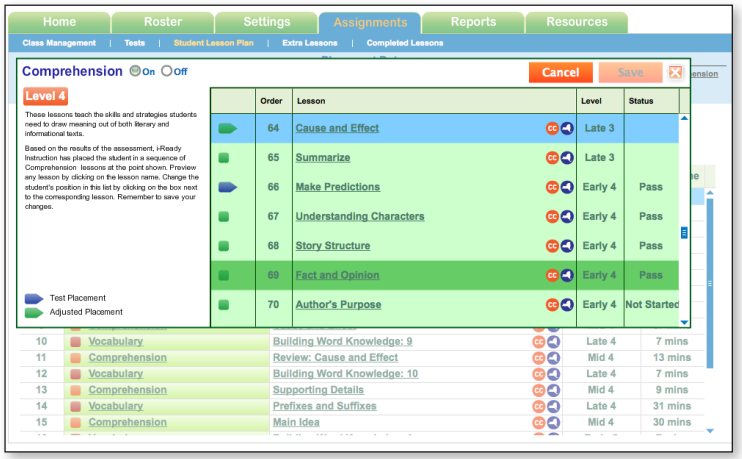
You can also view the applicable standard alignment information in the "Lesson Preview" pop-up window (see the "Preview Lessons in a Student's Lesson Plan" section above to preview a lesson).

INSTRUCTION How Do I Adjust my Student's Lesson Plan?

If you feel the Diagnostic Assessment results may be significantly off for a student (for example, if the student didn't take it seriously and just clicked through), you can adjust the lesson plan in two ways: 1) change your student's position within the set programmed order of lessons, or 2) turn domains on or off for a particular student.

To change a student's position within the list of lessons in her lesson plan:

1. Click on a domain name either under the "Domain" column or in the blue header towards the top of the page. This will open a domain pop-up window listing all lessons in that domain.
2. Find the blue "Test Placement" arrow in the left column. This arrow indicates where in the sequence of lessons the system has placed your student. You can see your student's progress through the lessons in the "Status" column.
3. Click the box to the left of any lesson to change your student's position in the lesson plan. A green "Adjusted Placement" arrow will appear to indicate your selection. Clicking on a lesson box above the original starting position (that is, an earlier, lower-numbered lesson) will select all the checkboxes between the new selection and the original starting point. Clicking on a lesson box below the original starting position (a later, higher-numbered lesson) will deselect all the lessons between the original starting point and the new starting point. The shading of all the lessons will also change from blue to green. The green "Adjusted Placement" arrow and the lessons shaded in green show the adjusted lesson plan for your student. Note that no matter what you change, the blue "Test Placement" arrow will remain to indicate your student's original placement position, as determined by the system, for the most recent test.



4. Click "Save."
5. A confirmation pop-up box will appear, asking you to confirm this change.
6. Click "Yes."

To turn a lesson domain (e.g., "Number and Operations") on or off:

1. The next 20 lessons for the student are displayed in order in the "Student Lesson Plan" sub-tab. The "Placement Date" grid in the blue header towards the top of the page, next to the class and student drop-down menus, will give you an overview of the domains in which this student will have lessons.
2. Click on a domain name in the "Placement Date" grid, or on a domain name in the "Domain" column. The associated domain pop-up window will appear.
3. The domain pop-up window will display your student's placement within the lessons of the domain. Observe the "On" and "Off" radio buttons to the right of the domain name.
4. Click the radio button labeled "Off" to turn the domain off.
5. Click the radio button labeled "On" to turn the domain on.
6. Click "Save."

7. A confirmation pop-up box will appear, asking you to confirm this change.
8. Click "Yes."
9. Note that turning domains on and off only affects the lessons in the student's system-generated student lesson plan. Turning domains on and off will not affect any extra lessons assigned to your students.

INSTRUCTION What Happens When a Student Fails a Lesson?

When a student fails a lesson, the system will automatically repeat the lesson as the next lesson to be taken. If the student fails the same lesson again, the system moves on and presents the next scheduled lesson. Note that you can reassign the lesson a student failed as an "Extra Lesson" for him, using the "Extra Lessons" sub-tab (see "The 'Extra Lessons' Sub-tab" section below). If a student fails two consecutive lessons twice in a row in the same domain (for a total of four failed lessons), the system will automatically shut the lessons off for that domain. At that point, the teacher should intervene with the student. Once the domain is turned off, the teacher can turn it back on at any point (see the "To turn a lesson domain on or off" section above).

INSTRUCTION The "Extra Lessons" Sub-tab

When you first click on the "Extra Lessons" sub-tab, you are prompted to choose a class or instructional group and student. Once the selections have been made, you can search for and add lessons to a student's "Extra Lessons" plan. Teachers often use extra lessons as a way to give students additional practice outside of the system-generated student lesson plan, or to reinforce a concept related to in-class instruction. Students will see the extra lessons you add as separate from their system-generated student lesson plans. Students will click on an entirely different, easy-to-see button that says "Start Extra Lessons" to access the extra lessons you assign.

You can add extra lessons to a student using both the "Extra Lessons" and the "Class Management" sub-tabs. You may want to use this "Extra Lessons" sub-tab if you are looking to see a particular student's detailed lesson plan before deciding which lessons you would like to add. You may want to use the "Class Management" sub-tab if you wish to simply add a number of lessons to multiple students.

INSTRUCTION Preview "Extra Lessons"

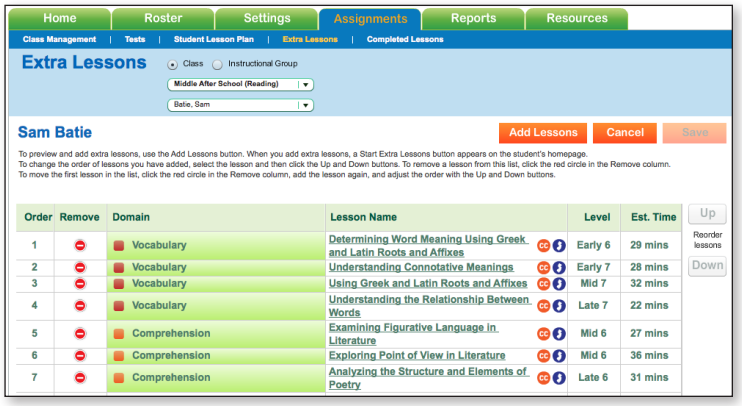
You may wish to preview a lesson in the "Extra Lessons" sub-tab if you wish to view a lesson you are thinking of adding to a student's "Extra Lesson" plan. Otherwise, you may wish to preview lessons through the "Student Lesson Plan" sub-tab if you wish to view a lesson already in a given student's overall lesson plan, or if you wish to change the student's position within the programmed lesson order. See the "Previewing Lessons in a Student's Lesson Plan" section above if this is what you would rather do.

To preview a lesson:

1. Click the "Add Lesson" button.
2. The "Add Lesson" pop-up will appear, listing the domains for the subject of the class. Click the checkbox next to the domain of lessons you wish to view.
3. Click "Next."
4. Observe the list of lessons. Note that here you can also see the level and expected duration of each lesson. State and Common Core State Standards information may also be available for the lesson (see the "View 'Extra Lessons' Correlations" section later in this appendix).
5. Click on a lesson title. The "Lesson Preview" pop-up will open.
6. Each lesson is made up of a number of components: usually an instruction or tutorial component, a practice component, and a quiz component. Click the "View" link next to a component to open another browser window and view the lesson component.
7. When you are done, close the browser window to return to the "Lesson Preview" pop-up.

INSTRUCTION Search for, Add, and Remove "Extra Lessons"

To search for and add lessons to the "Extra Lessons" plan:



1. Click the "Add Lesson" button.
2. The "Add Lesson" pop-up will appear, listing the domains for the subject of the class. Click the checkbox next to the domain of lessons you wish to view.
3. Click "Next."
4. A list of all lessons in the domain will open. You can preview a lesson by clicking on its name (see above "Preview Extra Lessons" section). State and Common Core State Standards information may also be available for the lesson (see below "View 'Extra Lessons' Correlations" section). A lesson's level is listed under the "Level" column for each lesson, and the expected duration of each lesson is listed under the "Est. Time" column.
5. Click the checkbox next to any lessons you wish to add to your student's "Extra Lessons" plan.
6. Click "Add."
7. A confirmation pop-up will appear. Click "Yes" if you are certain that you want to add the selected lessons to your students' "Extra Lessons" plans.
8. The pop-up will be dismissed, and the lesson will appear in the student's "Extra Lessons" plan. Newly added lessons will appear at the bottom, or last position, of the list.
9. You can change the order of the extra lessons by clicking on a lesson and then clicking either the "Up" or "Down" button to the right to move the lesson accordingly.
10. Click "Save."
11. A confirmation pop-up box will appear, asking you to confirm this change.
12. Click "Yes."

To remove a lesson from the "Extra Lessons" plan:

1. Click on the red "Remove" icon (minus sign) under the "Remove" column for the lesson.
2. A confirmation pop-up box will appear, asking you to confirm this change.
3. Click "OK."
4. The pop-up will be dismissed, and the lesson will no longer appear in the student's "Extra Lessons" plan.
5. Click "Save."
6. A confirmation pop-up box will appear, asking you to confirm this change.
7. Click "Yes."

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INSTRUCTION View "Extra Lessons" Correlations

Most lessons are aligned with one or more Common Core State Standards and/or state standards, where applicable. Not all states are represented yet with their standards in the *i-Ready* system, and not all states have accepted the Common Core State Standards.

To view the standards aligned with a lesson:

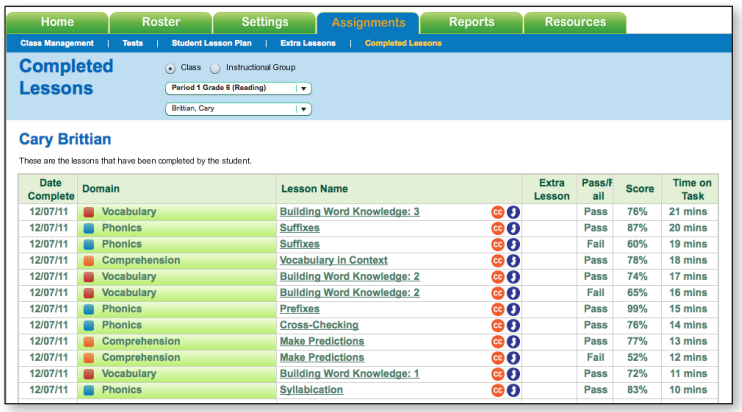
1. Click on the "CC" icon associated with a lesson title to open the "Common Core State Standards Alignment" pop-up window (where applicable).
2. Click on the state icon associated with a lesson title to open the "State Standards Alignment" pop-up window (where applicable). You can open both standard alignments for the same lesson at the same time, to view them together.
3. Click the X in the right corner to close the pop-up.

You can also view the applicable standard alignment information from the "Lesson Preview" pop-up window (see the "Preview 'Extra Lessons'" section above to preview a lesson).

INSTRUCTION The "Completed Lessons" Sub-tab

When you first click on the "Completed Lessons" sub-tab, you are prompted to choose a class or instructional group and student. Once the selections have been made, you can view the lessons that student has completed.

To view a student's completed lessons:



Date Complete	Domain	Lesson Name	Extra Lesson	Pass/Fail	Score	Time on Task
12/07/11	Vocabulary	Building Word Knowledge: 3		Pass	76%	21 mins
12/07/11	Phonics	Suffixes		Pass	87%	20 mins
12/07/11	Phonics	Suffixes		Fail	60%	19 mins
12/07/11	Comprehension	Vocabulary in Context		Pass	78%	18 mins
12/07/11	Vocabulary	Building Word Knowledge: 2		Pass	74%	17 mins
12/07/11	Vocabulary	Building Word Knowledge: 2		Fail	65%	16 mins
12/07/11	Phonics	Prefixes		Pass	99%	15 mins
12/07/11	Phonics	Cross-Checking		Pass	76%	14 mins
12/07/11	Comprehension	Make Predictions		Pass	77%	13 mins
12/07/11	Comprehension	Make Predictions		Fail	52%	12 mins
12/07/11	Vocabulary	Building Word Knowledge: 1		Pass	72%	11 mins
12/07/11	Phonics	Syllabication		Pass	83%	10 mins

1. After selecting a class or instructional group and student from the drop-down menus, the student's completed lessons will be displayed. The most recently completed lessons will appear at the top of the list.
2. Note that the "Completed Lessons" list contains all lessons completed by the student, not just those since the last administration of the Diagnostic Assessment.
3. Note that you can preview a lesson by clicking on its title under the "Lesson Name" column.
4. Note that state and Common Core State Standards information may also be available for the lesson. If so, a state or CC icon that you can click will appear to the right of the lesson title, and the correlations information will also appear in the "Lesson Preview" window.
5. Note that if the lesson was part of the student's "Extra Lesson" plan, a green diamond will appear in the "Extra Lesson" column.

The "Reports" Tab

Clicking the "Reports" tab from anywhere in your *i-Ready* program will take you to the "Reports" landing page. In this tab you can use a variety of reports to understand how your students are performing. Class-level reports (which can also be run for instructional groups) can be found on the "Class Reports" sub-tab. Student-level reports can be found on the "Student Reports" sub-tab.

i-Ready Diagnostic & Instruction makes it easy to choose the correct report by providing you with a sample report display for each report before you select it. Refer to the "Using Reports" section of Chapter 3 for detailed information about the purpose and content of each report.

Note that you can also access the Class Profile report, the Class Response to Instruction report, and the Class Progress Monitoring report directly from the "Home" page.

View and Print Reports

To view an *i-Ready Diagnostic & Instruction* report:

1. Roll the cursor over a report name, without clicking, to see a sample of that report. If that is the report you want to generate and view, click on the report name.
2. A box will appear showing the options for that report. These options allow you to specify very precisely what information you want to appear in the report. Choose from among the options in each of the drop-down menus. For example, after choosing a report, you will then be prompted to choose the subject, what data you wish to see, whether you wish the report to be comparative, and what kind of comparative report you wish to see.
   - Note that you have the flexibility to define what it means for a student to be considered on-level. Most users select the standard view. However, at the beginning of the year, some users prefer to include "emerging" students who are up to 1 level behind current grade level as on-level students as they expect that many students from this group will be comfortable with current grade level material but just haven't been exposed to it yet. Or, if it is late in the school year, you might select "End of Year Level," since you may consider students still placing Early in their chronological grade to be behind.
3. After you have chosen the options for the report from the drop-down menus, click the "Create Report" button at the bottom right of the page. Note: Reports are generated in real time, based on currently available information in the system. This ensures that the information you receive is accurate and up-to-date. Because *i-Ready* generates reports uniquely, it may take a bit of time for the report to appear on your screen.
4. The report will appear on your screen. Note: Some reports will contain a lot of data, not all of which will fit on the typical computer screen, so you may have to scroll to see all of a report.
5. Note: The Parent Report will open as a PDF file in a new browser window.

To print a report as a PDF:

1. Follow steps 1 through 4 in the above "To view an *i-Ready Diagnostic & Instruction* report" section to view the desired report on your computer screen.
2. Click the orange "Print/Save" button in the top right corner above your report.
3. A "Creating PDF" pop-up window will temporarily appear while *i-Ready* creates a PDF of your report.
4. Your report will open as a PDF file in a new browser window. You can then print the report.

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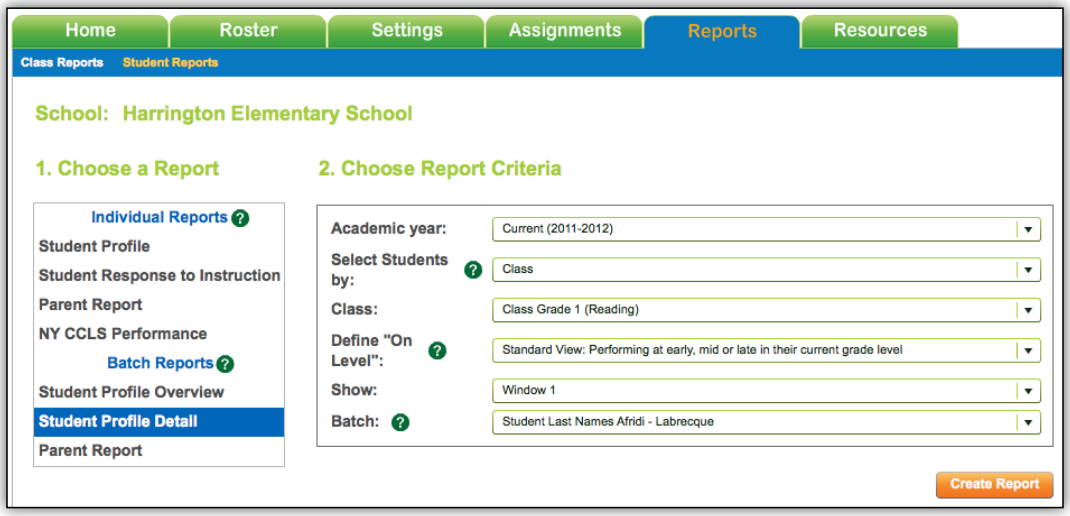
To print Batch Reports:

1. Click the "Student Reports" sub-tab.
2. Click one of the Batch Reports underneath the "Batch Reports" header. (Refer to the Batch Reports page at the end of Chapter 3 for detailed information about the purpose and content of each Batch Report.)
3. Once the report is selected, a box will appear showing the options for that report. Choose from among the options in each of the drop-down menus. The last menu will be for "Batch", and is unique to the Batch Reports. This menu will list all of the students in your selected class or instructional group who have taken a test within your selected "Show" window, and group them into batches of students organized alphabetically by last name. If you selected the Student Profile Overview Report or Parent Report, your students will be grouped into batches of up to 40 students. If you selected the Student Profile Detail Report, your students will be grouped into batches of up to 20 students. Select one batch of students to run the report. (You will need to run the report multiple times with different batches in order to download the report for additional students.)
4. Click the "Create Report" button at the bottom right of the page.
5. A "Creating PDF" pop-up window will temporarily appear while *i-Ready* creates the Batch Report PDF. Please note that Batch Reports can be up to 320 pages long and may take up to a few minutes to load.
6. Your report will download as a PDF file onto your computer. You can then save or print the report.



View Reports from Previous Academic Years

The *i-Ready* system resets itself at the beginning of each academic year. In other words, a "rollover" takes place at the start of the new academic year. The default date for this rollover is August 1. School systems with a usage history longer than one academic year can choose to view current reports or reports from past years. Note that not all current reports are supported in previous years, and the appearance of older reports is subject to change.

To view a report from an earlier year:

1. Select your report by clicking on the report name.
2. Once the report is selected, a box will appear showing the options for that report. The first option will be for "Academic Year," with "Current" selected as the default. Click on "Current" to view a list of all the available academic years. Click the academic year that you wish to view.
3. Continue to use the drop-down menus to select additional options for your report.
4. Click the "Create Report" button.

The "Resources" Tab

The "Resources" tab provides information useful for planning instruction related to the topics covered in *i-Ready Diagnostic & Instruction*. The available resources are categorized under "Tools for Instruction," "Resources," "Additional Resources," and five buttons that open windows containing related types of resources. These five buttons are: "Reading Resources," "Mathematics Resources," "Research Resources," "Mobile Resources," and "For Parents." Each of these areas of the "Resources" tab is described in detail below.

Tools for Instruction

- Two dropdown menus appear, allowing you to filter Tools for Instruction by subject and domain.
- Clicking "Get Tools" will open a "Tools For Instruction" pop-up window that offers you all the Tools for Instruction PDFs in the selected subject and domain.
- The first PDF in the "Tools For Instruction" pop-up window contains an introductory PDF. Read this before you access the instructional PDFs for an overview of how to most effectively use these tools with your students.

Resources

Three resources are available to help you get started in *i-Ready* and answer your questions:

- Getting Started - Diagnostic
- Summer School Guide
- This User's Guide

Reading Resources

Click the blue "Reading Resources" button in the bottom left corner of the "Resources" tab to open up the "Reading Resources" window. In this window, you will find:

- List of all the reading instruction lessons
- State standards (where available) and CCSS correlations for the Reading Lessons
- Best Whole Class *i-Ready Instruction* Lessons for Reading

- A List of High-Frequency Words in *i-Ready Instruction* Lessons
- A List of Vocabulary Words in *i-Ready Instruction* Lessons
- Sample Diagnostic Assessment Reading Items

Mathematics Resources

Click the blue "Mathematics Resources" button near the bottom left corner of the "Resources" tab to open up the "Mathematics Resources" window. In this window, you will find:

- List of all the mathematics instruction lessons
- State standards (where available) and CCSS correlations for the Math Lessons
- Best Whole Class *i-Ready Instruction* Lessons for Math
- Sample Diagnostic Assessment Math Items

Research Resources

Click the blue "Research Resources" button in the bottom left corner of the "Resources" tab to open up the "Research Resources" window. In this window, you will find:

- Document describing the research base for the *i-Ready* Diagnostic Assessment and Instruction Modules
- Document describing Reading research used in the creation of *i-Ready Diagnostic & Instruction*

Mobile Resources

Click the blue "Mobile Resources" button in the bottom of the "Resources" tab to open up the "Mobile Resources" window. In this window, you will find:

- The World's Worst Pet Teacher and Parent Guide, a PDF guide for the app
- Door 24 Teacher and Parent Guide, a PDF guide for the app

For Parents

Click the blue "For Parents" button in the bottom left corner of the "Resources" tab to open up the "For Parents" window. In this window, you will find:

- Parent letter for Diagnostic & Instruction, an editable Word document that can be used to introduce the program to parents
- Parent letter for Diagnostic, an editable Word document to introduce the Diagnostic program to parents
- Parent guide PDF, which briefly explains to parents what students see when they log into the *i-Ready* system, and how it is used.
- Parent handout for "Find a Book, *i-Ready*," a PDF that explains Lexile® measures to parents and helps them use the "Find a Book, *i-Ready*" tool to find books for students.
- All of these documents are available in Spanish. This information is supplied in PDF format. To view them, you will need Adobe PDF Reader, or other appropriate software.

Additional Resources

In the "Additional Resources" area under the "Resources" tab, you will find links to *i-Ready* training webinars and information related to the entire family of *i-Ready* products.

My Account Button

You can change your username, password, and email address at any time by clicking on the "My Account" button in the top right corner of your screen. This button is available from any tab of *i-Ready* ("Home,""Roster,""Settings," "Assignments,""Reports," and "Resources"). You will see a pop-up window after clicking, where you can simply enter your new information. Remember to click "Save."

Logout of *i-Ready*

Click the "Logout" button in the top right corner of your screen at any time to logout of *i-Ready*. You can logout from any tab of *i-Ready* ("Home,""Roster,""Settings,""Assignments,""Reports," and "Resources").

Appendix B: Step-by-Step Instructions for Navigating the Administrator Application

This appendix provides information on areas of the Administrator Application that are different than the Teacher Application described in Appendix A.

Page

The "Home" Tab B-1

The "Roster" Tab B-2

The "Settings" Tab B-4

The "Scheduling" Sub-tab B-4

The "Student Growth Targets" Sub-tab B-8

The "Assignments" Tab B-9

The "Reports" Tab B-10

The "Resources" Tab B-10

The "Home" Tab

This is your "landing page," which gives you up-to-date information on how many licenses of *i-Ready* Diagnostic & Instruction your district or school has purchased, and where they are being used, down to the grade, class, or instructional group. District Administrators will see license usage information for all the schools in your district.

Administrators have direct access from the home page to two important reports. The Performance Report answers the question "How did my students perform on the Diagnostic test? "The Growth report answers "How much growth have my students achieved between Diagnostics?"

Home | Roster | Settings | Assignments | Reports | Resources

Welcome to i-Ready Diagnostic & Instruction

Mike Gauthier - District Administrator

Hayes-Schulman District

Current Performance

How did my students perform on the Diagnostic Assessment? View the Performance by School and Grade Report

Growth

How much growth have my students achieved between Diagnostic Assessments? View the Growth by Grade and School Report

Diagnostic and Instruction License Information

Curriculum	Reading		Mathematics	
Product	Diagnostic	Instruction	Diagnostic	Instruction
Licenses Purchased	500	500	500	500
Licenses in Use	496	487	497	490
Available Licenses	4	13	10	3

Usage in Schools

Curriculum	Reading		Mathematics	
Product	Diagnostic	Instruction	Diagnostic	Instruction
Harrington Elementary View details	250	247	250	250
Lincoln Middle School View details	246	240	247	240

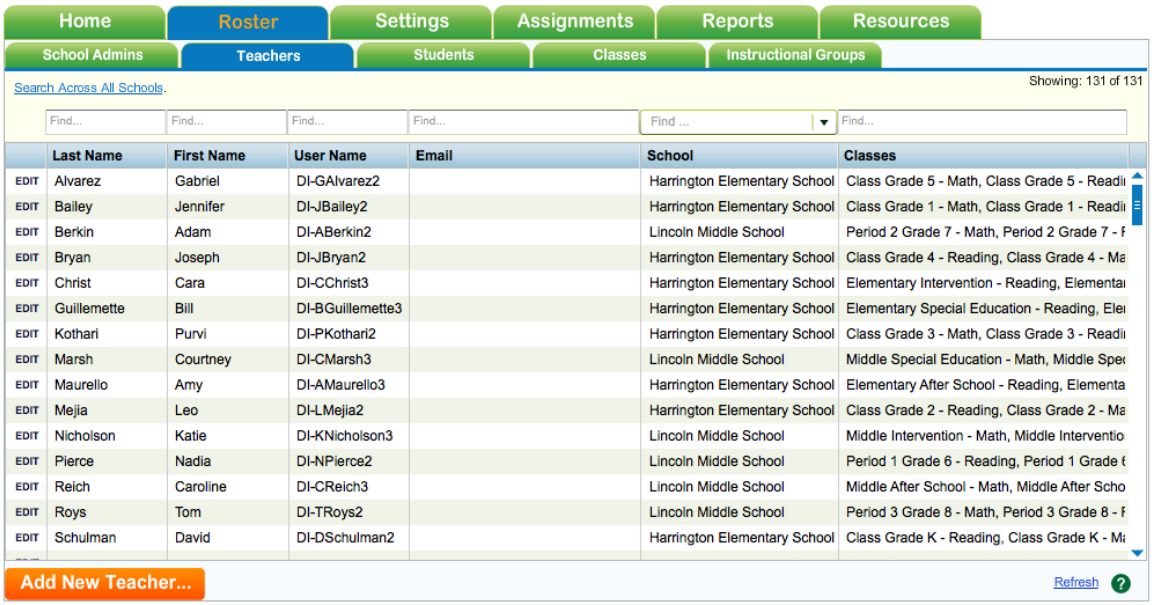
Usage by Class

Harrington Elementary

Curriculum	Reading		Mathematics	
Product	Diagnostic	Instruction	Diagnostic	Instruction
Cara's Class (ela)	15	15	0	0
Cara's Class (math)	0	0	15	15
Grade 4 Class (ela)	20	20	0	0
Grade 4 Class (math)	0	0	20	20
Grade 5 Class (math)	0	0	12	12
Grade 6 Class (math)	0	0	13	13
Grade 6 Class (ela)	14	14	0	0
Grade 7 Class (math)	0	0	14	14
Grade 8 Class (math)	0	0	18	18
Grade 8 Class (ela)	18	18	0	0

The "Roster" Tab

On the "Rosters" tab, you can view and manage school administrators, teachers, students, classes, and instructional groups. Administrators have all the same capabilities described for teachers in Appendix A. School administrators also have the ability to edit and add teachers within their school. District administrators can add both teachers and school administrators, and can also move students, teachers, or school administrators between schools.



To add or edit information for a teacher

1. Go to the "Rosters" tab, then the "Teachers" sub-tab.
2. Click the "Add New Teacher..." button to open the Teacher information pop-up, or click on the word "EDIT" next to an existing teacher to open the pop-up.
3. First Name, Last Name, Username, Password, and School must be entered. Email is strongly suggested to assist in retrieving forgotten passwords.
4. Add the teacher to his/her classes on the "Class Assignments" tab of the pop-up.
5. Click "Save."

To add or edit information for a school administrator

1. Go to the "Rosters" tab, then the "School Admins" sub-tab.
2. Click the "Add New School Admin..." button to open the School Admin information pop-up, or click on the word "EDIT" next to an existing school admin to open the pop-up.
3. First Name, Last Name, Username, Password, and School must be entered. Email is strongly suggested to assist in retrieving forgotten passwords.
4. If the school administrator is acting as a teacher for any classes, you can add him/her to classes on the "Class Assignments" tab of the pop-up.
5. Click "Save."
6. Note: Only district administrators will see a "School Admins" sub-tab. School administrators cannot add or edit other school adminsitrators.

To move a student, teacher, or school administrator between schools

1. Go to the "Rosters" tab, then the "Students," "Teachers," or "School Admins" sub-tab.
2. Click "EDIT" next to an existing student, teacher, or school admin to open the user's pop-up.
3. Click "Select School" next to the user's current "School Assignment." A pop-up listing all the schools in the district will open.
4. Select the school you want to move the user to, and click "OK."
5. Read the confirmation pop-up carefully. Remember, this user will be removed from all classes and instructional groups at the school you are removing them from. Click "OK" if you are certain you want to move this user.
6. Click "Save."
7. Click on the "Class Enrollment" tab in the user's pop-up to review their classes, make any needed adjustments, and add them to any new classes they will have at their new school.
8. Click "Save & Close" to save your changes and close the pop-up.
9. Remember, you will also need to review the user's instructional groups in the "Instructional Groups" sub-tab to make any needed adjustments.
10. Note: Only district administrators can move a user between schools. School administrators cannot.

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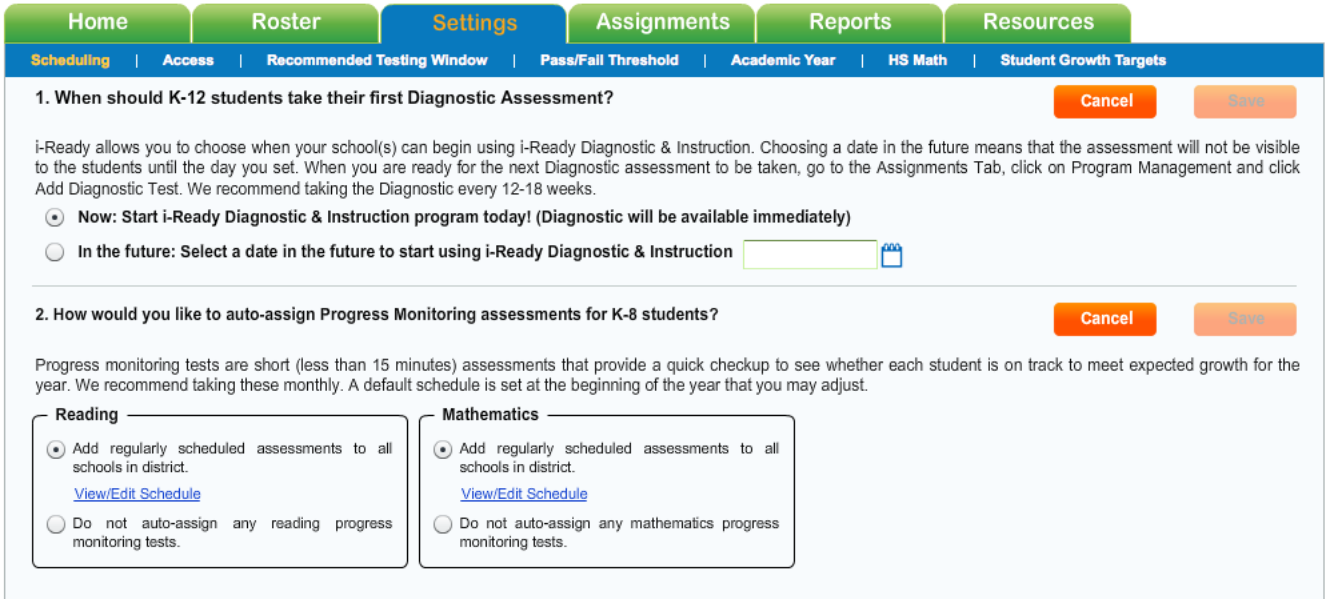
The "Settings" Tab

The "Scheduling" Sub-tab

Decide when students should take their first Diagnostic Assessment. Then, review and edit the default schedule *i-Ready* has created for auto-assigning Recurring Progress Monitoring Assessments to your K-8 reading and math students.



To decide when K-12 students should take their 1st Diagnostic Assessment:

1. If you would like your students to take their 1st Diagnostic Assessment as soon as they log in, click the button next to "Now: Start *i-Ready Diagnostic & Instruction* program today!" (Note: This is the default option, so this may already be selected.) This means that if your students log in today, they will be presented with their 1st Diagnostic Assessment.
2. If you don't want your students to begin using *i-Ready* until a specific date in the future, click the button next to "In the future: Select a date in the future to start using *i-Ready Diagnostic & Instruction*," and then click the calendar icon to the right of this button to select the day when students can start using *i-Ready*. This means that if students log in before the day you select, they will not be able to begin their 1st Diagnostic Assessment. Students will have to wait until the date you selected to begin *i-Ready*.
3. Remember: This page helps you decide when students should take their first Diagnostic Assessment and begin the program. We recommend students take the Diagnostic every 12-18 weeks, so when the time comes to assign students their next Diagnostic test, you should go to the Assignments tab and click "Add Diagnostic Test."
4. Click "Save."

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If you are the highest-level administrator[1] in your account, and want to view or edit the auto-assigned Progress Monitoring schedule for all of your K-8 students:

1. Make sure the button next to "Add regularly scheduled assessments" is selected in the subject you wish to edit. (Remember: *i-Ready* creates different default schedules for reading and math, so make sure you look at both subjects.)
2. Click the "View/Edit Schedule" link under the subject you wish to view.
3. An "Edit Auto-Assignment Schedule" pop-up will open. This pop-up lists the dates on which i-Ready is scheduled to auto-assign Progress Monitoring Assessments in the selected subject to your K-8 students. You'll see that i-Ready has created a default schedule for you that will assign Progress Monitoring Assessments to your students once a month.
4. If you wish to change a specific date in the schedule, click the blue calendar icon to the right of that date. Then use the calendar window that opens to select a new date.
5. If you wish to delete a specific date from the schedule, click the red minus sign to the right of that date.
6. If you wish to add a new date to the schedule, click the "Add individual date" button (with the green plus sign) on the right side of the window. Then use the calendar window that opens to select a new date. Once a new date is selected, you will see it appear at the bottom of the list.
7. If you wish to delete all dates from the schedule, click the "Clear all" button (with the red minus sign) on the right side of the window. You may wish to clear all dates if you have your own district/school calendar that you're about to add to the schedule.
8. Remember: We recommend taking Progress Monitoring Assessments monthly.
9. Click "OK" when you are done with your changes.
10. Click "Save." (Note that there are two "Save" buttons on the "Scheduling" sub-tab. Be sure to click the second "Save" button, within the Progress Monitoring section of the screen.)
11. Repeat in the other subject if needed.
12. Note: If you are a district administrator, the steps above will edit the default schedule for your entire district. Your school administrators will then have the option of using this default schedule or creating their own.

1 The above steps apply to the highest-level administrators in your *i-Ready* account. (If your account is a district account that contains multiple schools, then the above steps apply to district administrators. If your account is a school account, then the above steps apply to school administrators. If you are a school administrator in a district account, then please see the steps in the next section, below.)

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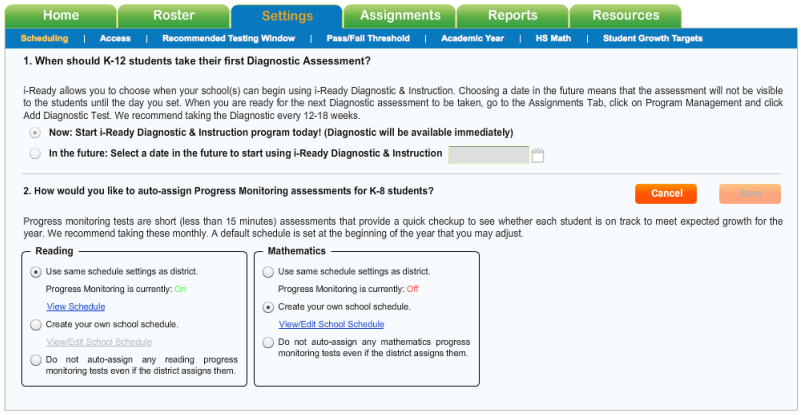
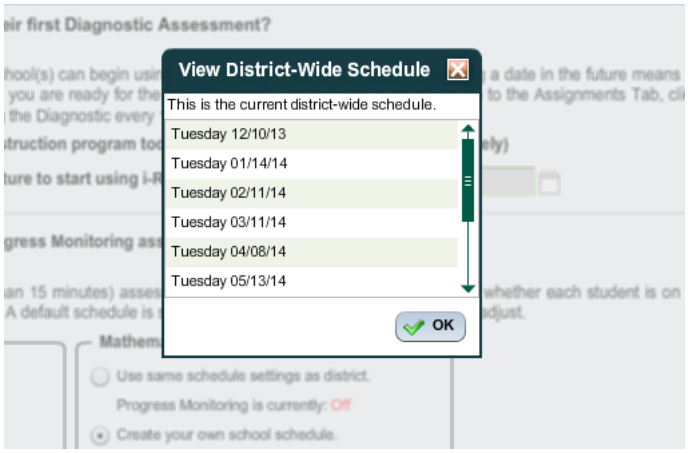
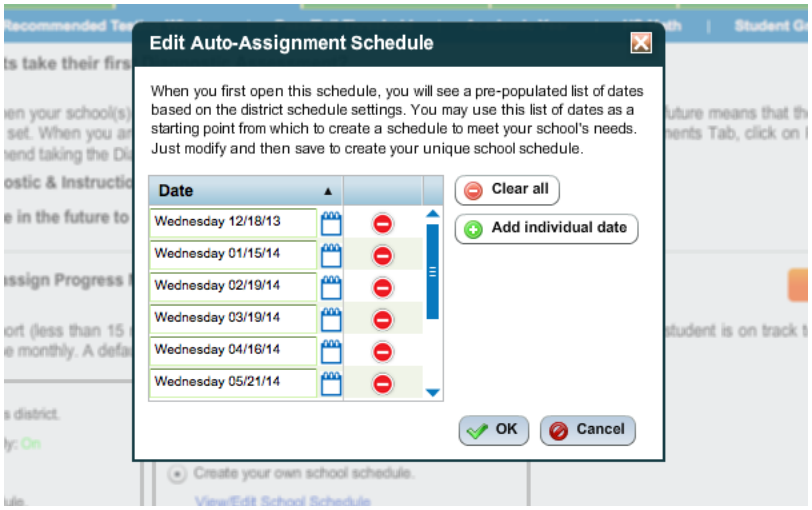
If you are a school administrator in a district account, and want to view or edit the auto-assigned Progress Monitoring schedule for all of your K-8 students:



1. As a school administrator in a district account, you can choose whether you wish to use the same schedule as the rest of your district, or create your own school schedule. You can even make a different decision in each subject if you like.
2. i-Ready will default your school to use the same schedule as the district, so you will see the first button "Use same schedule settings as district" selected for each subject the first time you log in. If your district currently has a Progress Monitoring schedule set up, you will see "Progress Monitoring is currently: On" under this button. If your district administrator has turned off the district auto-assigned Progress Monitoring schedule, you will see "Progress Monitoring is currently: Off".



3. You can view the district schedule if Progress Monitoring is turned "On" by clicking the "View Schedule" link under the first button. This will open the "View District-Wide Schedule" pop-up.
4. If you are happy using the district schedule, then simply click "OK" to close the pop-up window and you are done.
5. If you wish to create your own school schedule that is different than the district schedule, then click the 2nd button "Create your own school schedule" for a subject.
6. Click the "View/Edit School Schedule" link that becomes enabled under that button.
7. The "Edit Auto-Assignment Schedule" pop-up will open. This pop-up lists the dates on which i-Ready is scheduled to auto-assign Progress Monitoring Assessments in the selected subject to your K-8 students. You will see a pre-populated list of dates based on the district schedule. You may use this list of dates as a starting point from which to create a schedule to meet your school's needs.



8. If you wish to change a specific date in the schedule, click the blue calendar icon to the right of that date. Then use the calendar window that opens to select a new date.
9. If you wish to delete a specific date from the schedule, click the red minus sign to the right of that date.
10. If you wish to add a new date to the schedule, click the "Add individual date" button (with the green plus sign) on the right side of the window. Then use the calendar window that opens to select a new date. Once a new date is selected, you will see it appear at the bottom of the list.
11. If you wish to delete all dates from the schedule, click the "Clear all" button (with the red minus sign) on the right side of the window. You may wish to clear all dates if you have your own school calendar that you're about to add to the schedule.
12. Remember: We recommend taking Progress Monitoring Assessments monthly.
13. Click "OK" when you are done with your changes.
14. Click "Save." (Note that there are two "Save" buttons on the "Scheduling" sub-tab. Be sure to click the second "Save" button, within the Progress Monitoring section of the screen.)
15. Repeat in the other subject if needed.

To turn off the auto-assigned Progress Monitoring schedule:

1. If you are the highest-level administrator in your account (i.e., a district administrator in a district account with multiple schools, or a school administrator in a school account), then click the 2nd button under both subjects, "Do not auto-assign any progress monitoring tests."
2. If you are a school administrator in a district account, then click the 3rd button under both subjects, "Do not auto-assign any progress monitoring tests even if the district assigns them."
3. Click "Save." (Note that there are two "Save" buttons on the "Scheduling" sub-tab. Be sure to click the second "Save" button, within the Progress Monitoring section of the screen.)
4. Once saved, *i-Ready* will no longer automatically assign Recurring Progress Monitoring assessments to your students. Extra Progress Monitoring tests can still be added through the "Assignments" tab's "Program Management" sub-tab or "Tests" sub-tab on an as-needed basis.
5. Note that if you are making this change after the start of the school year, then any students who are already assigned or in the middle of taking a Progress Monitoring test will be allowed to finish their tests. If you wish to remove their tests, you can do so by going to the "Assignments" tab's "Program Management" sub-tab and selecting "Remove Progress Monitoring."

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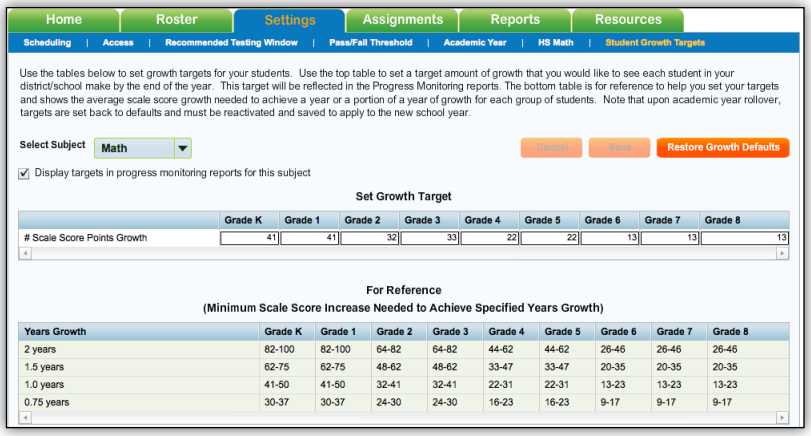
The "Student Growth Targets" Sub-tab



Use the "Student Growth Targets" sub-tab if you wish to set growth targets for your students and view them in the Progress Monitoring reports as "Target Student Growth".

Use the top table to set a target amount of growth that you would like to see each K-8 reading and math student in your district/school make by the end of the year. Growth targets are set for all students in a chronological grade and subject, independent of placement level in *i-Ready*. This target will be reflected in the Progress Monitoring reports, if you choose. Note that upon academic year rollover, targets are set back to defaults and must be reactivated and saved to apply to the new school year.

The bottom table is for reference to help you set your targets and shows the average scale score growth needed to achieve a year or a portion of a year of growth for each group of students. Note that these targets are based on 30 weeks of instruction.

To activate targets so that they appear in the Progress Monitoring Reports:

1. Select a subject from the "Subject" drop-down menu.
2. Click[1] the check box next to "Display targets in progress monitoring reports for this subject", if you would like the targets on this page to appear in the Progress Monitoring reports. (If you would like to deactivate the targets so that they no longer appear in the Progress Monitoring reports, deselect this check box.)
3. Click "Save."
4. Repeat in the other subject if needed.

To edit the growth targets set for your district/school:

1. Select a subject from the "Subject" drop-down menu.
2. Reference the table showing average scale score growth needed to achieve a year or a portion of a year of growth to help determine your district/school's targets.
3. Edit growth targets for each grade in the first table[2]. Remember, growth targets are for all students in a chronological grade, independent of placement level in *i-Ready*.
4. Click "Save."
5. Repeat in the other subject if needed.

1 Note that only the highest-level administrator in your *i-Ready* account can edit the first table. (If your account is a district account that contains multiple schools, then only district administrators will be able to edit the values in the first table. The first table will appear as read-only to all other administrators. If your account is a school account, then the school administrators will be able to edit the values in the first table.)

2 New York and Ohio administrators should note that their screens look slightly different. Please see your state-specific resources.

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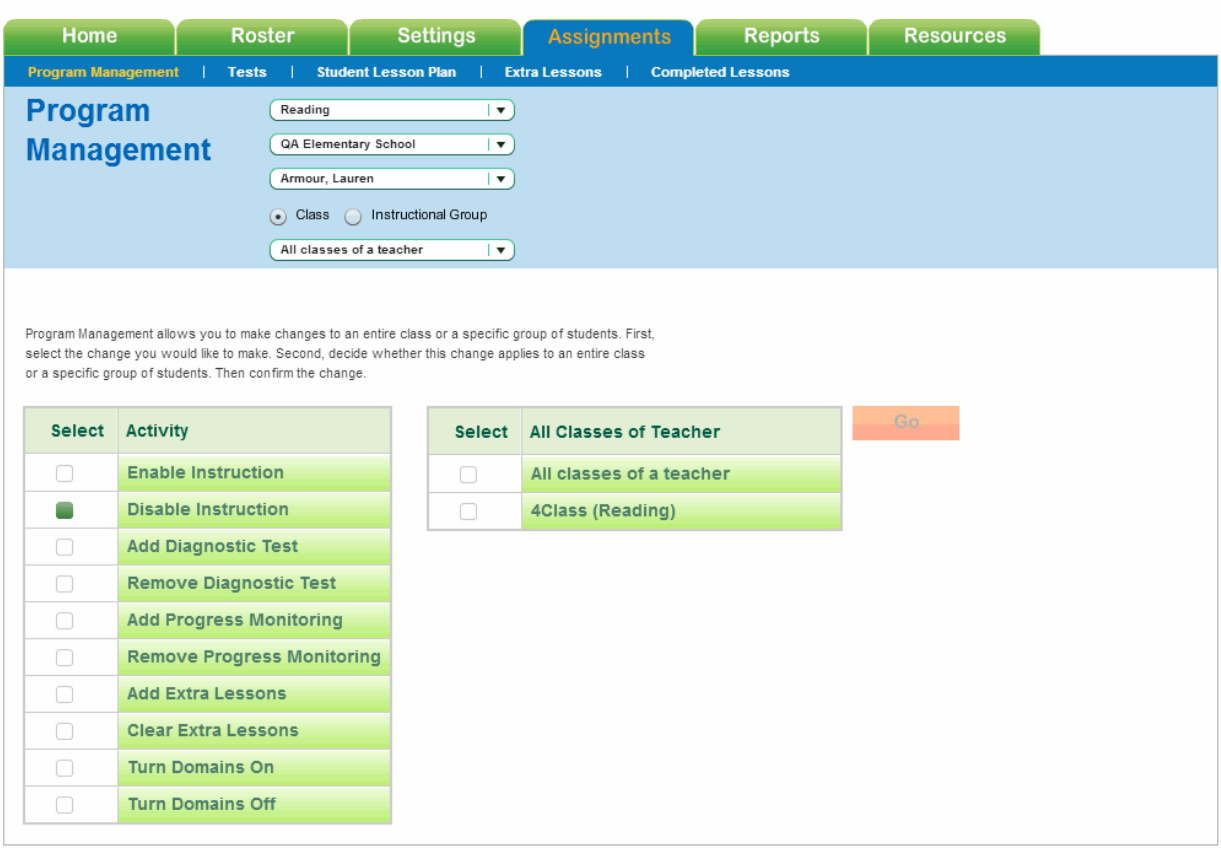
The "Assignments" Tab

In the "Assignments" tab, administrators can perform all the tasks that teachers can, with most operations being performed down to the student level. For administrators, the tools that appear to teachers as "Class Management" in Assignments appear as "Program Management" to administrators, and administrators can perform many operations to entire schools, groups of teachers, and groups of classes by using these tools.

In Program Management in Assignments, administrators use the following drop down menus to make their selections:

1. Select Subject: administrators must first decide whether they are selecting a program management activity that applies to reading or mathematics.
2. Select School: administrators must select between all the applicable schools of their district, or select All Schools to apply an activity to all their district schools. Making this selection will disable the remaining drop down menus.
3. Select Teachers: after selecting a particular school, the Select Teacher drop-down fills with all the teachers of a school. Selecting a teacher means that all of the classes of the teacher are selected for the activity to be applied. The selection of All Teachers is also available, which means that the activity in question will be applied to all classes of all the teachers of the school. Making All Teachers as a selection will disable the remaining drop-down menus.
4. Select Class or Instructional Group: after selecting (the classes or groups of) a particular teacher, the drop-down fills with all the classes or groups of the teacher. A particular class or group of a teacher may be selected, or All Classes or All Groups for that teacher may be selected.

For detailed information about the operations that can be performed once these selections are made, see the teacher section of this guide.



The "Reports" Tab

i-Ready Diagnostic & Instruction provides a wide range of reports that you can use for various administrative and instructional purposes. Reports convey four levels of information to meet the needs of different *i-Ready* users – District, School, Class, and Student. For detailed information about the Class and Student reports, see the teacher section of this guide.

District Reports are only available to District Administrators; they include:

- Student Growth by School and Grade: Reports how much growth students have achieved between Diagnostic Assessments.
- Performance by School and Grade: Identifies performance and measures gains across the district by school and grade.
- Needs Analysis by Grade: Provides an overview of needs by domain across the district to help allocate instruction and staff resources.
- Export Diagnostic & Instruction Data: Use this feature to export student-by-student Diagnostic & Instruction data from your account.
- Export Recommended Products Data: Use this feature to determine Curriculum Associates instructional material needs for each student.

School Reports are only available to School Administrators; they include:

- Student Growth by Grade and Class: Reports how much growth students have achieved between Diagnostic Assessments.
- Performance by Grade and Class: Identifies performance and measures gains across the school by grade and class.
- Needs Analysis by Grade: Provides an overview of needs by domain across the district to help allocate instruction and staff resources.
- Intervention Screener: Reports students in performance tiers for RTI.
- Instructional Grouping Profile: Shows students grouped for Instruction.
- Export Diagnostic & Instruction Data: Use this feature to export student-by-student Diagnostic & Instruction data from your account.
- Export Recommended Products Data: Use this feature to determine Curriculum Associates instructional material needs for each student.

The "Resources" Tab

The Resources section of *i-Ready* provides information useful for using *i-Ready* Diagnostic & Instruction, including User Guides and lists of all the lessons for each subject. This information is supplied in PDF format. To view the documents, you will need Adobe™ PDF Reader, or other appropriate software. For a detailed description of each section of the Resources tab see the teacher section of this guide.

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Appendix C: Reproducibles for Modeling *i-Ready* Login and Student Application Screens

Use these reproducibles with your overhead projector to show students how to log in, and what steps they will take when they first enter the program.

Page

Figure C-1: Login Screen C-1

Figure C-2: Study Buddy Selection Screen C-2

Figure C-3: Theme Selection Screen C-3

Figure C-4: Subject Selection Screen C-4

Figure C-5: Start Test Screen A C-5

Figure C-6: Start Test Screen B C-6

Figure C-7: Student Application Landing Page A C-7

Figure C-8: Student Application Landing Page B C-8

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Figure C-1: Login Screen

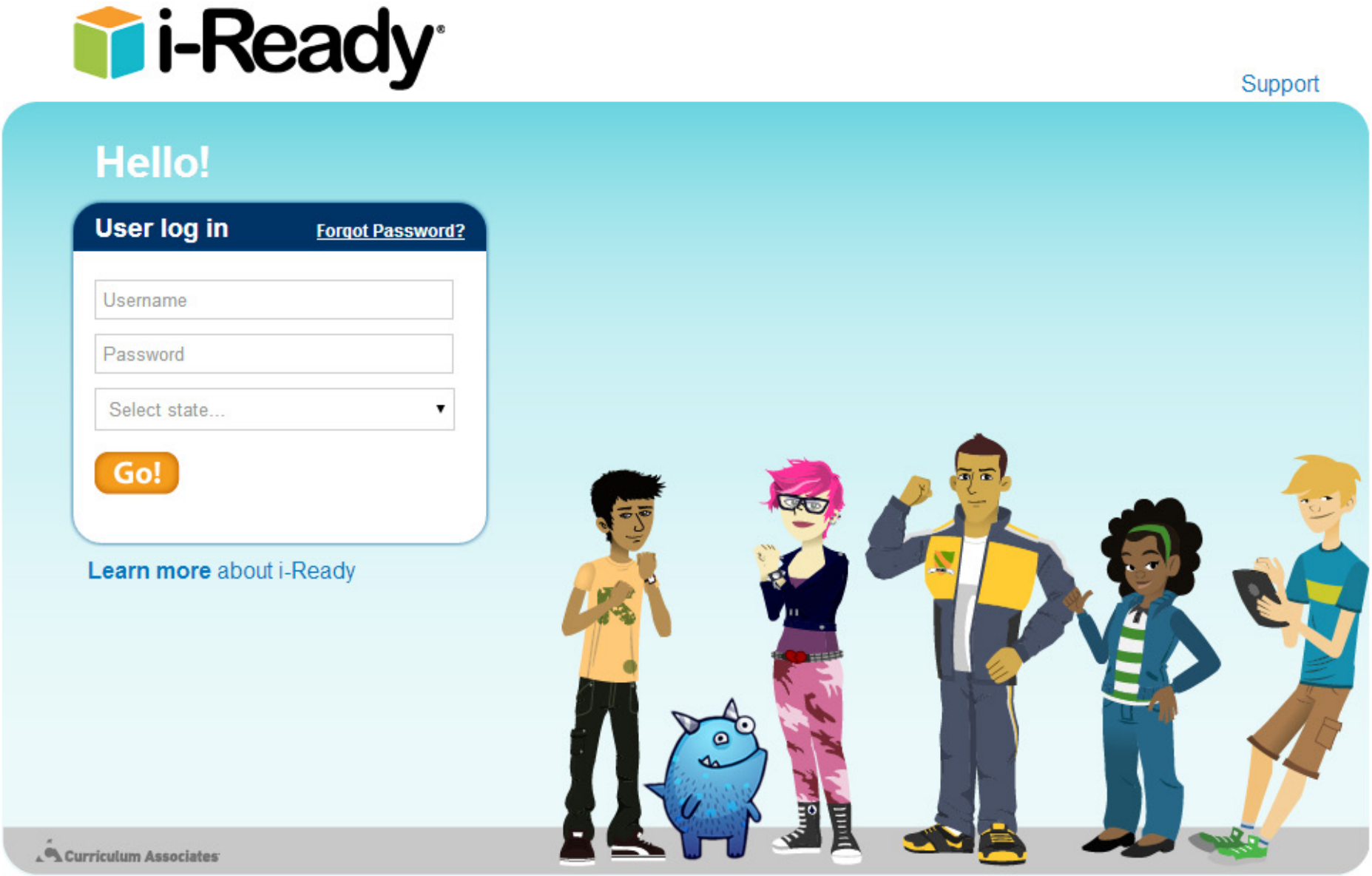

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Figure C-2: Study Buddy Selection Screen

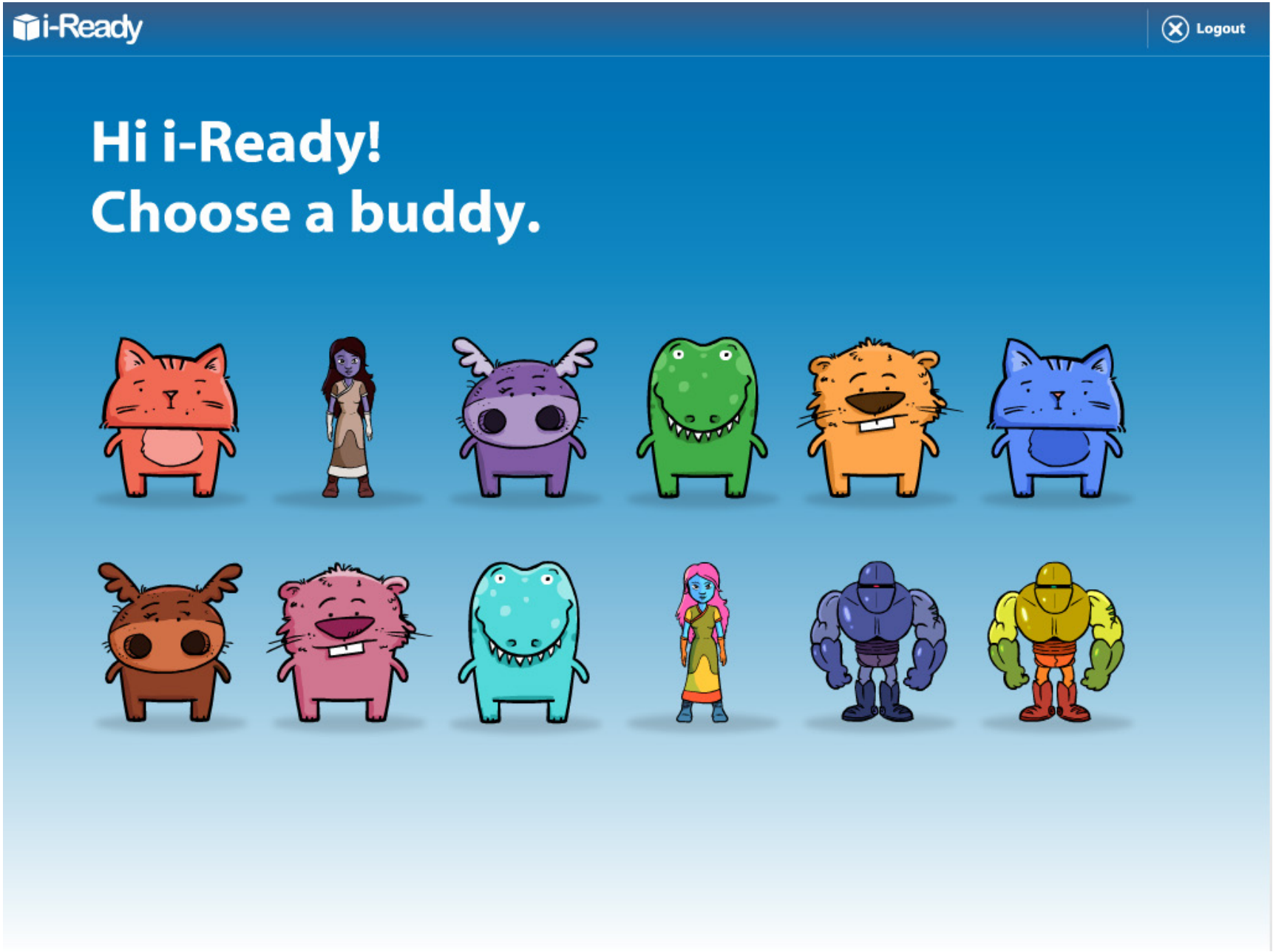

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Figure C-3: Theme Selection Screen

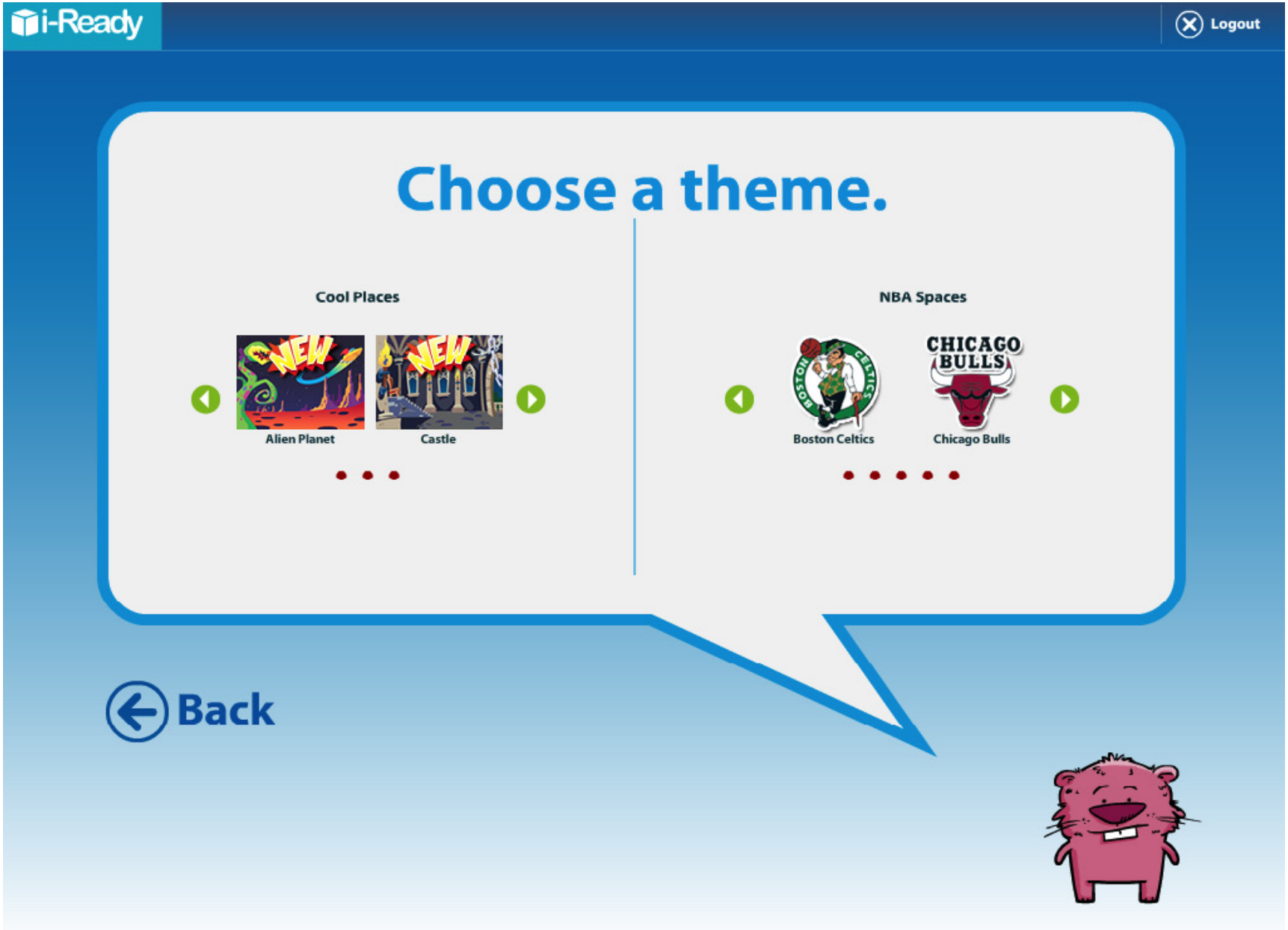

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Figure C-4: Subject Selection Screen

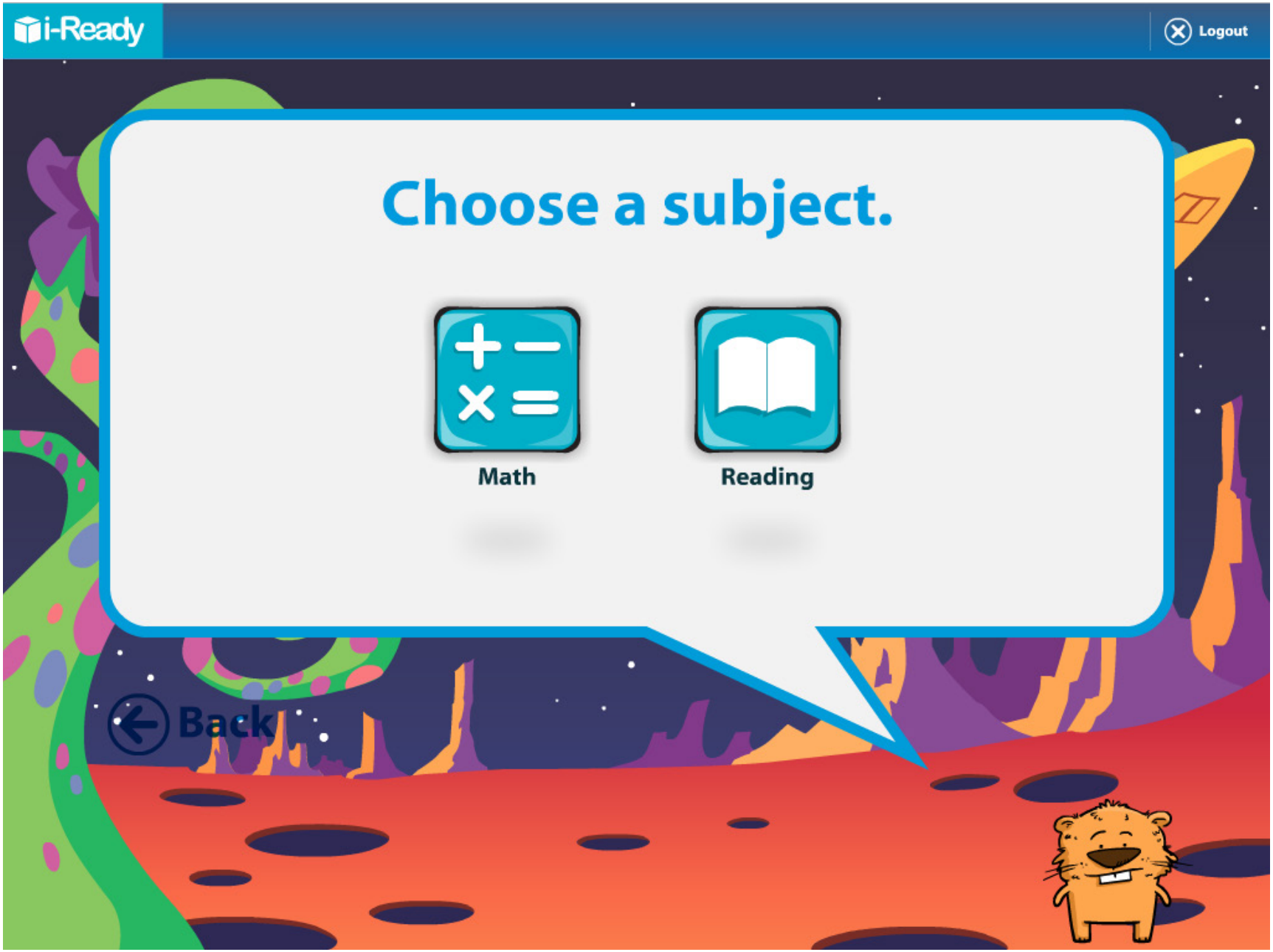

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Figure C-5: Start Test Screen A

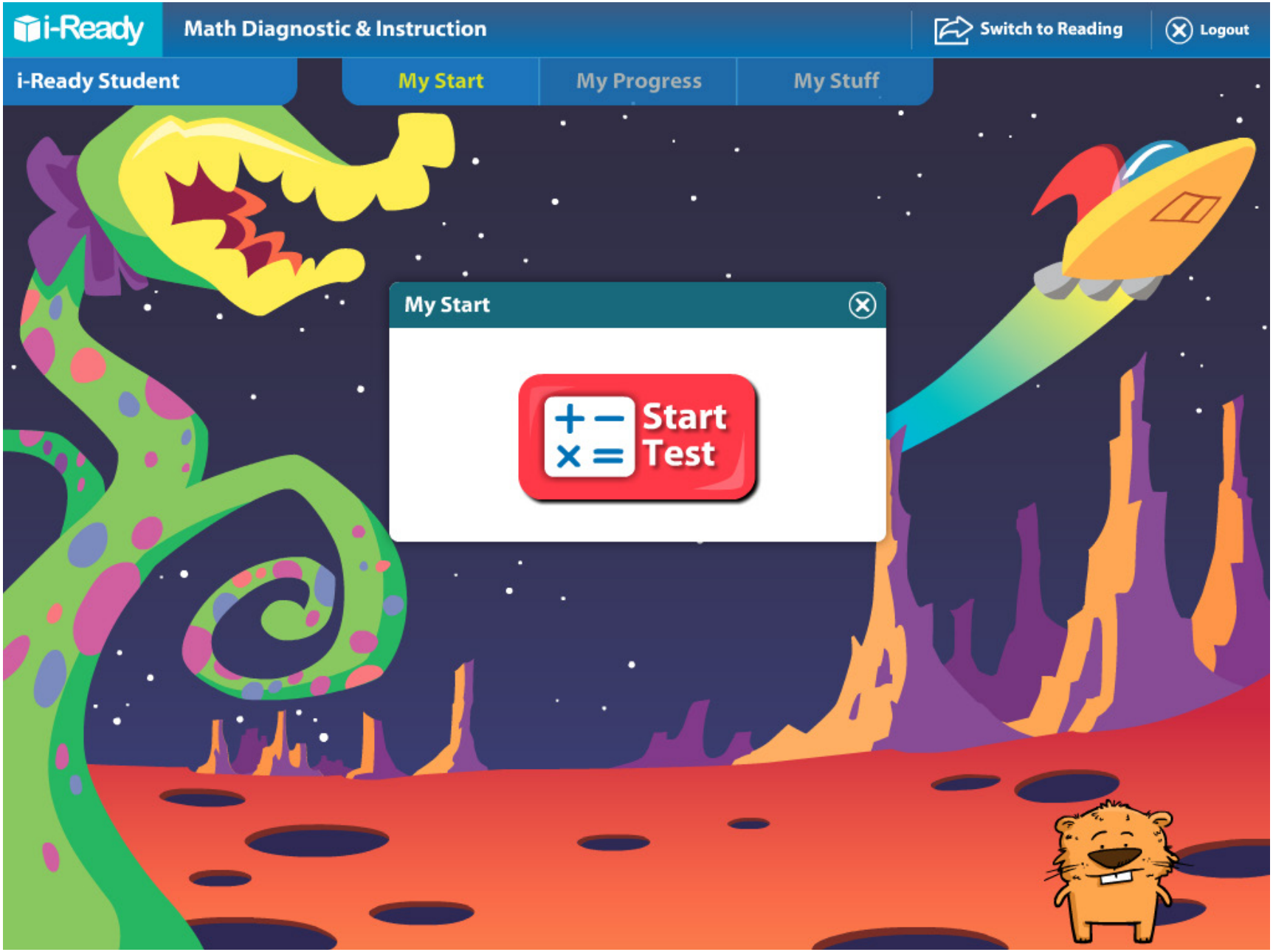

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Figure C-6: Start Test Screen B

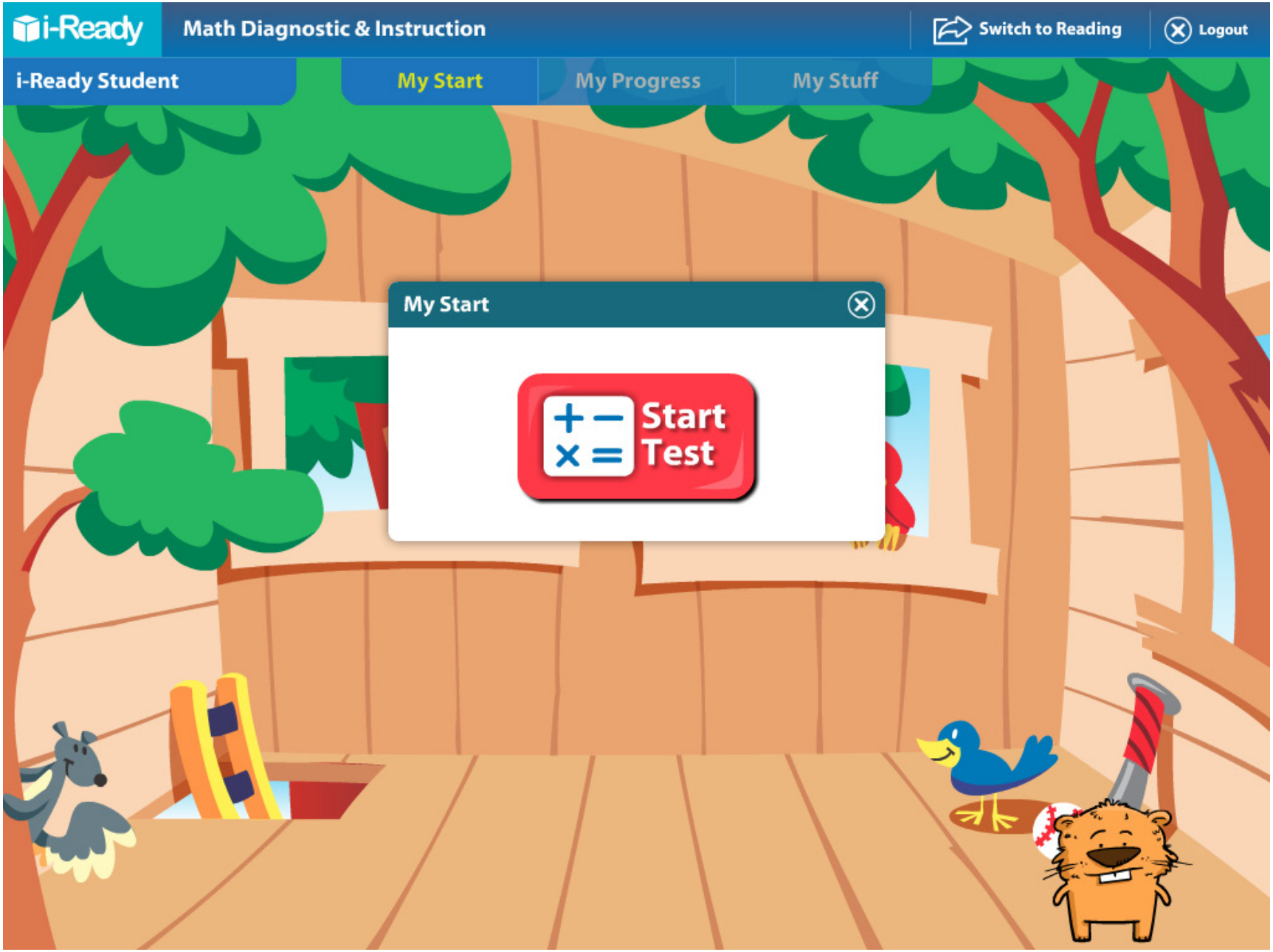

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Figure C-7: Student Application Landing Page A

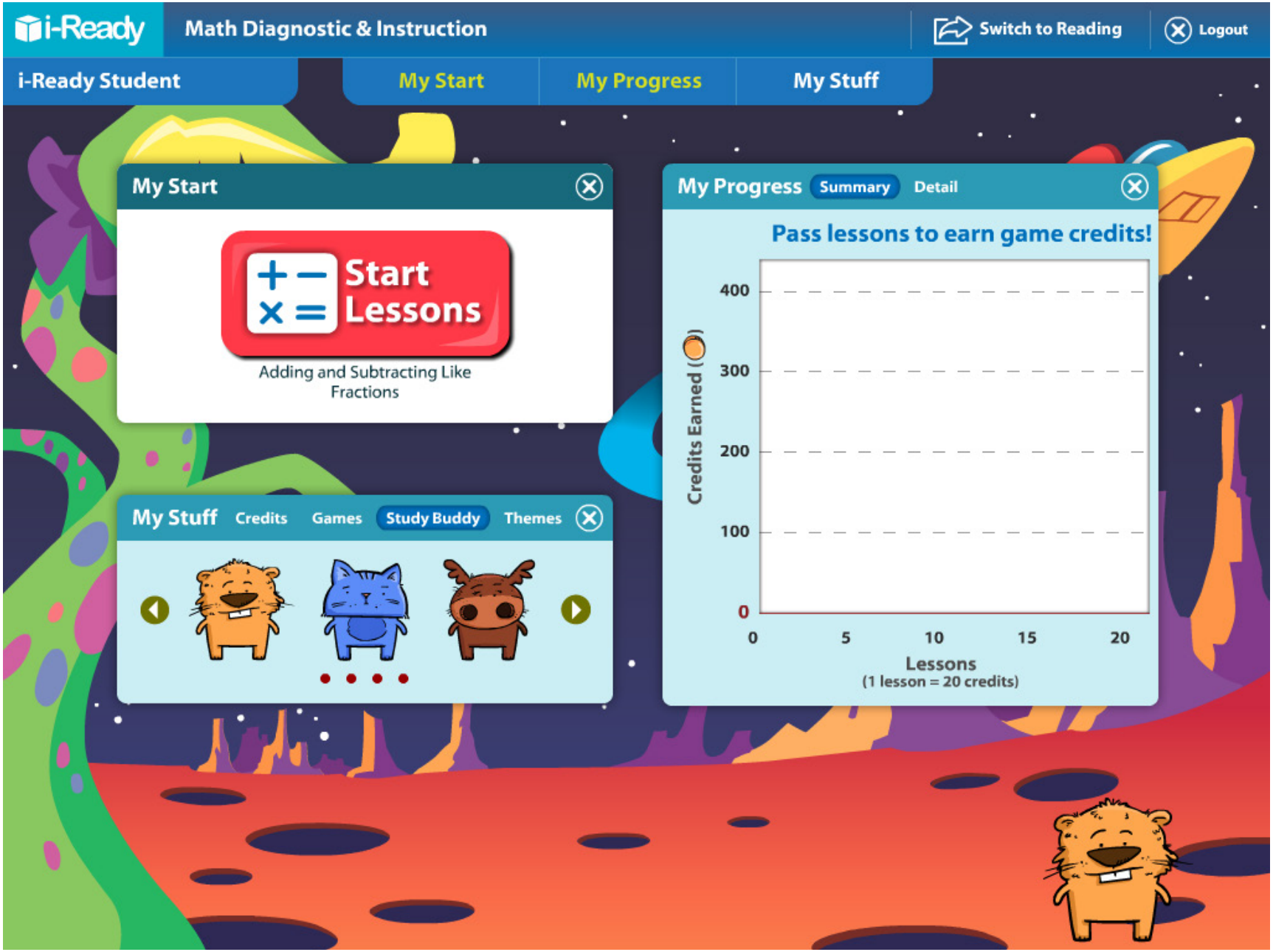

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Figure C-8: Student Application Landing Page B

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Appendix D: Reproducibles for Modeling the *i-Ready* Diagnostic Assessment

Use these reproducibles with your overhead projector to show students how to navigate through Diagnostic Assessment Items.

Page

Figure D-1: Math Item Navigation Screen 1, with Audio Buttons. D-1

Figure D-2: Math Item Navigation Screen 2, with Audio Buttons. D-2

Figure D-3: Reading Item Navigation Screen 1, with Audio Buttons. D-3

Figure D-4: Reading Item Navigation Screen 2, with Audio Buttons. D-4

Figure D-5: Reading Passage with Multiple Questions Screen D-5

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Figure D-1: Math Item Navigation Screen 1, with Audio Buttons

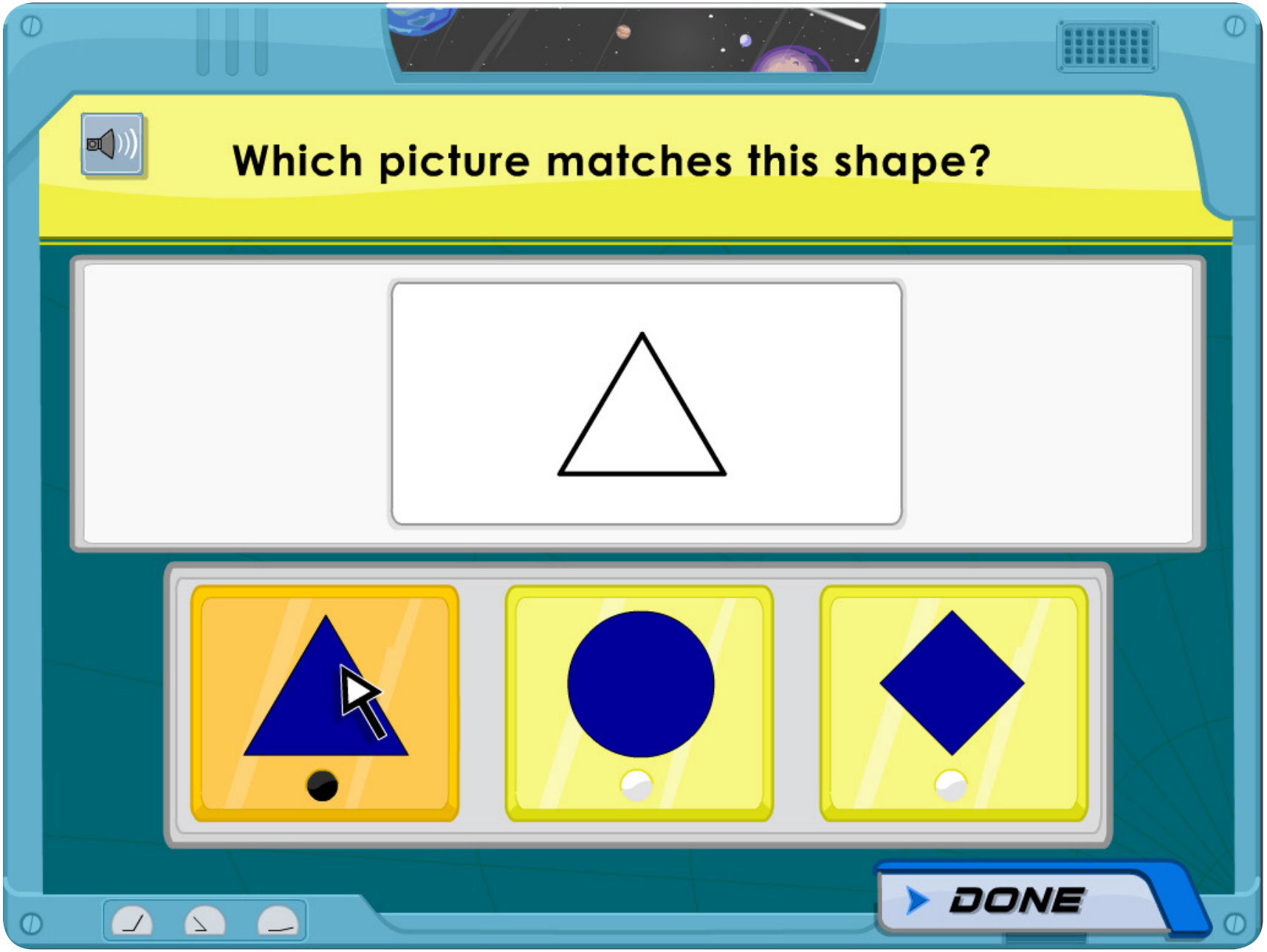

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Figure D-2: Math Item Navigation Screen 2, with Audio Buttons

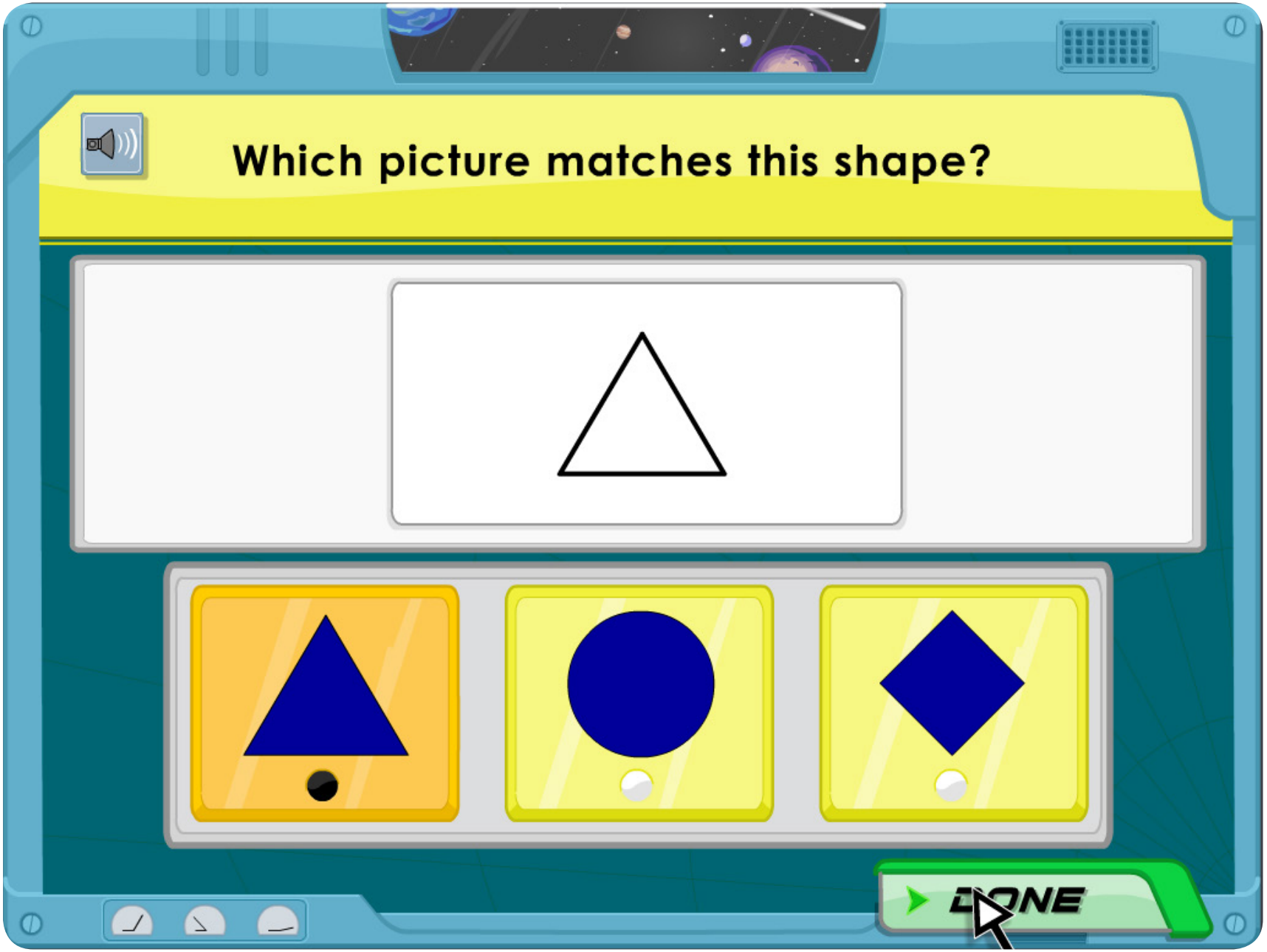

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Figure D-3: Reading Item Navigation Screen 1, with Audio Buttons

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Figure D-4: Reading Item Navigation Screen 2, with Audio Buttons

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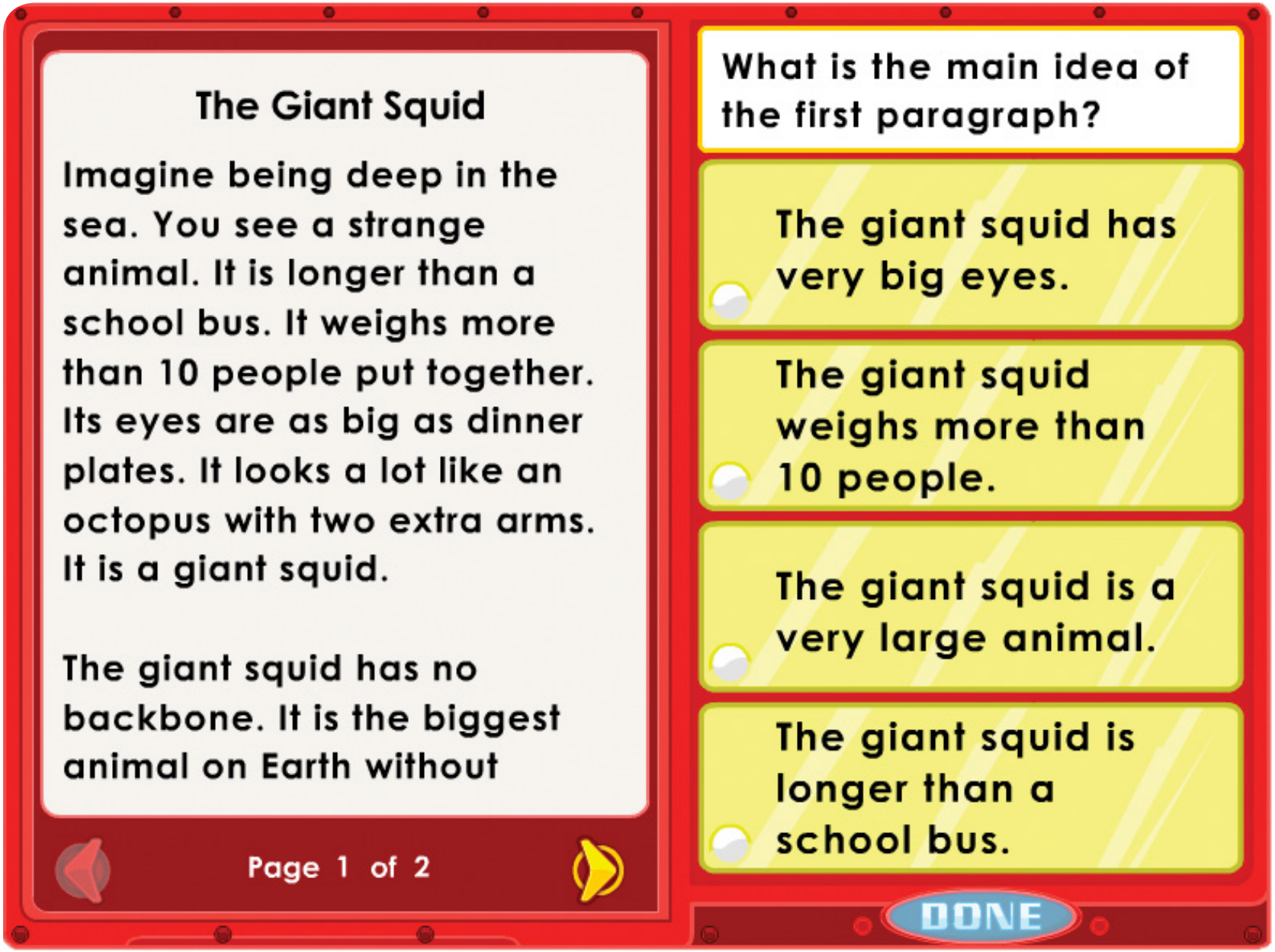
Figure D-5: Reading Passage with Multiple Questions Screen



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Appendix E: Reproducibles for Modeling *i-Ready* 9–12 Reports

Use these reproducibles .

Page

9–12 Reports E-1

READING

Student Profile

Overview | Vocabulary | Comprehension: Literature | Comprehension: Informational Text

Lucas Young – Reading – Grade 10

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below

Test	Placement	Scale Score	Standard Error
Test 3 - 04/12/2013	✔ Mid/ Late 10	674	+/- 13.2
Test 2 - 01/12/2013	✔ Early 10	661	+/- 14.0
Test 1 - 09/12/2012	◆ Level 9	648	+/- 13.0

Level 10

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 - 09/12/12

Domain	Placement	Scale Score
Vocabulary	✔ Mid/ Late 10	680
Comprehension: Literature	✔ Early 10	670
Comprehension: Informational Text	◆ Level 9	645

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Overall Reading Performance	Level 9	Results indicate that Lucas is having some difficulties comprehending text at the high school level. The Vocabulary score indicates that word knowledge is not a contributing factor. Lucas would benefit from targeted instruction in key Comprehension strategies.
Vocabulary	✔ Mid/ Late 10	Both word knowledge and word-learning strategies are addressed in this domain. Lucas should extend understanding of shades of meaning and idioms by applying them in writing. This student should continue to expand and deepen knowledge of vocabulary used in literary works, as well as history, social studies, science, and technical texts.
Comprehension: Literature	✔ Early 10	This domain addresses Lucas' understanding of literary text. Results indicate that Lucas is ready for instruction in Level 10 literary skills and strategies such as making inferences and citing textual evidence, interpreting figurative language, and analyzing characters. Lucas should be reading closely and deeply across a wide range of literary genres, including historical fiction, one-act and multi-act plays, parodies, sonnets, and ballads.
Comprehension: Informational Text	◆ Level 9	This domain addresses Lucas' understanding of informational text. Results indicate that Lucas is ready for instruction in Level 9 skills and strategies such as making inferences and citing textual evidence, identifying central idea and supporting ideas, and comparing points of view. Lucas should be reading closely and deeply across a wide range of texts, including historical, scientific, technical, or economic accounts written for a broad audience.

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READING

Student Profile

Comprehension: Literature Details

Overview | Vocabulary | Comprehension: Literature | Comprehension: Informational Text

Lucas Young – Reading – Grade 10

Test 1-09/12/2012	Placement	Scale Score
Comprehension: Literature	✔ Early 10	670

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Comprehension: Literature Skills

As students become college and career ready, the CCSS expects them to read closely and actively across a wide range of history, social studies, science, and technical texts, developing facility at evaluating arguments and an increased ability to understand experts who write about specific domains. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to literary text.

What Lucas Can Do

Results indicate that Lucas can likely do the skills shown below.

CC **Cite textual evidence and make inferences.**
- Cite several pieces of textual evidence that strongly support a statement about what a Level 9 literary or informational text says explicitly.
- Draw conclusions or make inferences in Level 9 literary and informational text, based on textual evidence.

CC **Determine word meaning. Interpret figurative language and author's use of language.**
- Understand the meaning of words and phrases in Level 9 literary or informational text, including academic and/or domain-specific words.
- Identify or interpret an author's use of figurative language and/or other literary devices in Level 9 literary or informational text.
- Interpret an author's use of connotations, or shades of meaning, in Level 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.

Next Steps for Instruction

Results indicate that Lucas will benefit from instruction and practice in the skills show below.

Extend analyzing point of view. Support Lucas in Level 10 literary text.
- Review that the term *point of view* has two distinct meanings. It can refer to a person's beliefs, attitudes, opinions, or views on a subject. It can also refer to the vantage point from which a story is told.
- Have students read a variety of Level 10 stories about characters from a variety of places and times told from various points of view. Possibilities include Josephina Niggli's "The Street of the Cañon," told from the third-person omniscient point of view, Cynthia Rylant's "Checkouts," told from the third-person limited point of view, and John Updike's "A&P," told from the first-person point of view.
- Challenge Lucas to think about how the point of view from which the story is told affects what information the reader is given and what opinions he or she forms about the characters and events.

Provide extended practice analyzing characters. Provide a list of questions for Level 10 literary text.
- Appearance: What does the character look like? What do you know of the character's build, facial expressions, body language, gestures, habits of speech, etc.? What sorts of clothes does the character wear?
- Personality: What sort of personality does the character have? Is he or she conscientious? Agreeable? Overly sensitive? Open to experience? Extroverted or outgoing? Is he or she the opposite of these or somewhere in-between?
- Personal history: What do you know or can you infer about the character's personal history?
- Relationships: What relationships does the character have with other characters?
- Values: Is the character likely to care for others or hurt others? Behave fairly or cheat? Be loyal to friends or family or betray them? Obey authority or undermine it?
- Conflicts: What is hard for this character? Where is he or she struggling? And why?
- Motivations: Why does the character act as he or she does?
- Change: Is the character dynamic (one who changes) or static (one who does not change)? If the character changes, in what ways and why?

Extend interpreting figurative language in Level 10 literary and informational texts.
- Give Lucas a list of definitions, with examples, of common types of figurative language, such as metaphor, simile, personification, and symbolism. Also provide definitions of literary devices such as onomatopoeia, rhyme, rhythm, and alliteration, euphony, and cacophony.
- Present short mini units on each type of figurative language or literary device. Pair a Level 10 poem that uses the device with a Level 10 informative work that uses the same device. For example, you might have Lucas study personification in Emily Dickinson's poem about a train, "I Like to See It Lap the Miles," and in Aldo Leopold's classic environmentalist essay "Thinking Like a Mountain."
- As Lucas reads other works, have the student record in a journal examples of figurative language and literary devices.

READING

Student Profile

Overview | Vocabulary | Comprehension: Literature | Comprehension: Informational Text

Tanisha Patterson – Reading – Grade 10

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below

Level 10

Test	Placement	Scale Score	Standard Error
Test 3 - 04/12/2013	✔ Early 10	656	+/- 13.2
Test 2 - 01/12/2013	◆ Level 9	643	+/- 14.0
Test 1 - 09/12/2012	✘ Level 8	623	+/- 13.0

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 - 09/12/12

Domain	Placement	Scale Score
Vocabulary	◆ Level 9	627
Comprehension: Literature	✘ Level 8	619
Comprehension: Informational Text	✘ Level 8	607

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Overall Reading Performance	◆ Level 9	Tanisha may lack key Comprehension strategies, but the Vocabulary score points to gaps in word knowledge. Instruction in word meanings and word-learning strategies will support Tanisha's continued growth in overall comprehension.
Vocabulary	◆ Level 9	Both word knowledge and word-learning strategies are addressed in this domain. Tanisha should continue to explore prefixes, suffixes and word roots used in domain-specific word. This student should continue to expand and deepen knowledge of vocabulary used in literary works, as well as history, social studies, science, and technical texts.
Comprehension: Literature	✘ Level 8	This domain addresses Tanisha's understanding of literary text. Results indicate that Tanisha is ready for instruction in Level 8 literary skills and strategies such as analyzing the way a plot unfolds around a central conflict and analyzing characters' motivations and behaviors. Teach these skills in a variety of literary genres. Tanisha should be reading novels, short stories, poetry, and plays.
Comprehension: Informational Text	✘ Level 8	This domain addresses Tanisha's understanding of informational text. Results indicate that Tanisha is ready for instruction in Level 8 informational skills and strategies such as determining the main idea and assessing the accuracy of the author's evidence to support claims and assertions. Teach these skills in a variety of informational genres.

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READING

Student Profile

Comprehension: Informational Text Details

Overview | Vocabulary | Comprehension: Literature | Comprehension: Informational Text

Tanisha Patterson – Reading – Grade 10

Test 1-09/12/2012	Placement	Scale Score
Comprehension: Informational Text	✕ Level 8	607

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Comprehension: Informational Text Skills

The CCSS expect students at this level to read text closely and actively in order to develop a deep, conceptual understanding that they can connect with other texts and with media. A prerequisite to success with these standards is a strong base in comprehension skills and strategies. This subtest measures these prerequisite skills as they apply to informational text.

What Tanisha Can Do

Results indicate that Tanisha can likely do the skills shown below.

- CC **Cite textual evidence.** Identify facts and details or cite explicit statements from Level 7 literary or informational text.
- CC **Make inferences based on textual evidence.** Draw conclusions or make inferences in Level 8 literary or informational text.
- CC **Distinguish fact and opinion in informational text.** Distinguish facts, supported inferences, and opinions in Level 8 informational text.
- CC **Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Level 8 literary or informational text.
- CC **Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Level 8 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.

Next Steps for Instruction

Results indicate that Tanisha will benefit from instruction and practice in the skills shown below.

Model analyzing individual paragraph structure. Explain that sentences in a paragraph are organized to develop a key concept. Read a paragraph from a Level 8 informational text, and guide Tanisha to determine whether the main idea is stated explicitly or implied, as well as whether the supporting details drill down to the concluding main idea or follow after the initial statement of main idea. Discuss how the sentences in the paragraph work together to refine a key concept.

Develop understanding of text structures. Guide Tanisha to identify these types of informational text structures:

- compare/contrast (presents how things are alike and different)
- cause/effect (presents what happens and why those things happen)
- problem/solution (poses a problem and suggests a solution)
- sequence (groups ideas by order or time)

Discuss paragraphs or passages that shift between structures. Guide Tanisha to analyze how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of ideas.

Teach central idea.

- Have Tanisha read an informational text and identify what person, place, animal, or thing the text is mostly about. Point out that the text may be about more than one subject.
- Then have the student identify the most important information about the subject(s). Provide a graphic organizer for recording notes.
- Help the student think about what all of the supporting details for each subject have in common and then condense the central idea into a statement of ten words or fewer.
- If the text has multiple main ideas, discuss how they are related to each other.

Provide practice with summarizing. Recall that a summary is a brief statement, in one's own words, of the key ideas in a text. A summary does not include personal opinions or judgments. After reading an informational text, guide Tanisha to state the central idea and its supporting details. Then work together to create a summary by restating the central idea and supporting details in a logical order. Model how to omit details that are merely interesting, but do not support the central idea.

Build understanding of evaluating an argument. Support Tanisha in practicing these skills:

- Identify the argument and specific claims that an author makes in an informational text.
- Distinguish claims that are supported by reason and evidence from those that are not.
- Question the argument to decide whether it strays off-topic or whether the author omits relevant information to make the evidence more convincing.
- Determine whether the argument as a whole is weak or strong. If weak, suggest ways that it could be improved.

Tools for Instruction

Analyze Paragraph Structure	Analyze Text Structure	Central Idea and Supporting Ideas	Summarize Informational Text
(1 of 5)	(2 of 5)	(3 of 5)	(4 of 5)

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready Common Core Reading Instruction	**Grade 8** Lesson 1: Analyzing the Development of a Central Idea Lesson 2: Summarizing Informational Texts Lesson 4: Analyzing Comparisons and Analogies Lesson 5: Analyzing Categories Lesson 12: Analyzing the Structure of Paragraphs Lesson 19: Evaluating an Argument Lesson 20: Analyzing Conflicting Information

Learn More

Bonus—teacher-led instruction to address skill gaps below level 9.

MATHEMATICS
Integrated Math Courses

Student Profile

Overview | Algebra and Algebraic Thinking | Geometry

Angela Chang – Math – Grade 10

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below

Level 10

Test	Placement	Scale Score	Standard Error
Test 3 - 04/12/2013	✔ Late 10	630	+/- 13.2
Test 2 - 01/12/2013	✔ Early 10	597	+/- 14.0
Test 1 - 09/12/2012	◆ Level 9	586	+/- 13.0

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 - 09/12/12

Domain	Placement	Scale Score
Algebra and Algebraic Thinking	◆ Level 9	588
Geometry	◆ Level 9	581

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Overall Math Performance	◆ Level 9	Test results indicate that Angela would benefit from review of various prior grade level skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Angela's math abilities across domains.
Algebra and Algebraic Thinking	◆ Level 9	At levels 9-10, this domain addresses quantitative relationships; extending operations beyond the integers; modeling and solving problems involving linear, exponential, and quadratic functions and relations. Test results indicate that Angela needs to practice modeling and solving problems involving quadratic functions and relations.
Geometry	◆ Level 9	At levels 9-10, this domain addresses concepts of circles, transformations, congruence, similarity, proof, and applications of probability and statistics. Test results indicate that Angela may benefit from review of geometric measurement and the coordinate plane.

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MATHEMATICS
Integrated Math Courses

Student Profile

Algebra and Algebraic Thinking Details

Overview | Algebra and Algebraic Thinking | Geometry

Angela Chang – Math – Grade 10

Test 1-09/12/2012	Placement	Scale Score
Algebra and Algebraic Thinking	Level 9	588

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Algebra and Algebraic Thinking Skills

Algebra and Algebraic Thinking in grades 9-12 focuses on quantitative relationships; extending operations beyond the integers; building, intepreting, representing, and analyzing relationships and functions. As in the CCSS, this includes using the appropriate methods to solve real-world and mathematical problems.

In grades 9-12, students work with real and complex numbers; and linear, exponential, logarithmic, trigonometric, and rational models. They create, represent, and interperet these relationships graphically, verbally, tabularly, and algebraically.

What Angela Can Do

Results indicate that Angela can likely do the skills shown below.

CC **Determine and apply appropriate quantities to solve problems.**
- Determine the quantities to be used to model real-world situations and use them to solve problems.
- Determine the appropriate level of accuracy in reporting quantities.

CC **Demonstrate an understanding of functions, apply functional notation, and evaluate functions.**
- Understand the definition of a function in terms of its domain and range; Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates).
- Use function notation to interpret linear and exponential functions and parts of these functions in real-world contexts.
- Evaluate linear and exponential functions given inputs from their domains.
- Recognize that geometric and arithmetic sequences are functions that defined by determining the next number in the sequence (i.e., recursively).

CC **Analyze translations of linear functions and exponential functions.**
- Determine the impact on the graph of F(x) when F(x) is replaced by F(kx), kF(x), F(x+k) or F(x)+k, and determine what values of k will result in a new graph.
- Use technology to represent and explain the impact of these changes on the graphs.
- Determine whether a function is even or odd based on its algebraic or graphical representation.

CC **Represent linear and simple exponential relationships as algebraic equations and inequalities to solve mathematical and real-world problems.**
- Create linear and simple exponential equations and inequalities in one variable and use them to solve problems.
- Create linear and simple exponential equations in two or more variables to represent relationships between quantities; graph linear and simple exponential equations on coordinate axes with labels and scales.
- Represent constraints by linear equations or inequalities, and by systems of linear equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Next Steps for Instruction

Results indicate that Angela will benefit from instruction and practice in the skills shown below.

Solve systems of linear equations using graphing and linear combination.
- Show that linear combination results in one solution, infinitely many solutions or no solution that is shared by both lines.
- Solve systems of linear equations algebraically and graphically.

Represent and solve linear and simple exponential equations graphically.
- Demonstrate an understanding that the graph of an equation in two variables is the set of all the ordered pairs in the coordinate plane that are solutions to the equation.
- Recognize that when the graphs of two functions intersect, the x-value of the point of intersection produces the same y-value in both functions f(x)=g(x); estimate these intersections by graphing, creating tables of x- and y-values, or finding successive approximations.
- Graph half-planes to represent linear inequalities in two variables; graph the solution set to a system of linear inequalities in two variables as the intersection of half-planes.

Analyze, compare, and contrast representations of linear and exponential functions.
- Graph linear functions and specify intercepts.
- Graph exponential functions, specify intercepts and explain end behavior.
- Compare and contrast two linear and/or simple exponential functions each represented in a different way.

Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations.
- Show that linear functions have a constant rate of change regardless of intervals, and that for exponential functions, the rate of change over one interval is a factor or multiple of the rate of change over another interval.
- Identify situations in which one quantity changes at a constant rate over one interval, but at a different rate of change over another interval.
- Identify situations that have a constant percent growth or decay rate.
- Demonstrate using different representations of functions that exponential graphs grow more quickly than linear, quadratic, or polynomial functions.

Solve multi-step real-world and mathematical problems by utilizing units.
- Understand problems and guide the solution of multi-step problems by utilizing units.
- Choose units in formulas and scales in graphs and data displays.
- Interpret units in formulas and scales and origin in graphs and data displays.

Construct new representations of functions from algebraic, graphical, numerical, or verbal representations of linear and exponential functions.
- Determine an algebraic expression or steps for calculation of a linear or exponential function that model real-world situations.
- Create new function by using arithmetic operations on functions.
- Write algebraic expression or steps for calculation to determine terms in arithmetic and geometric sequences and convert from one representation to the other.

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Traditional Math Courses

Student Profile

Overview | Algebra and Algebraic Thinking | Geometry

Bella Murphy – Math – Grade 10

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below

Level 10

Test	Placement	Scale Score	Standard Error
Test 3 - 04/12/2013	✔ Level 10 - Late	637	+/- 13.2
Test 2 - 01/12/2013	✔ Level 10 - Mid	630	+/- 14.0
Test 1 - 09/12/2012	✔ Level 10 - Mid	626	+/- 13.0

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

Detail for Test 1 - 09/12/12

Domain	Placement	Scale Score
Algebra and Algebraic Thinking	✔ High School - Algebra 1 - Late	630
Geometry	✔ High School - Geometry - Mid	620

Scale Score 400 425 450 475 500 525 550 575 600 625 650 675 700 725 750 775 800

	Placement	Developmental Analysis
Overall Math Performance	✔ **Level 10 - Mid**	Test results indicate that Bella has strong math skills in all the tested domains. Bella would benefit from opportunities to further develop these strengths through assignments that introduce more advanced concepts and skills and that promote connecting concepts across domains to solve challenging non-routine problems.
Algebra and Algebraic Thinking	✔ **High School - Algebra 1 - Late**	At levels 9-10, this domain addresses quantitative relationships including radicals and rational exponents; systems of linear equations; linear, exponential, and quadratic relationships. Test results indicate that Bella has a solid foundation in these topics. Bella may be ready to represent all kinds of relationships, including simple root functions, as equations and inequalities in order to solve problems involving complex situations.
Geometry	✔ **High School - Geometry - Mid**	At levels 9-10, this domain addresses basic geometry terminology; congruence and similarity; transformations; polygons and circles; representations of data; probability. Test results indicate that Bella demonstrates an appropriate understanding of data analysis, congruence and similarity, transformations and proofs in the coordinate plane, and basic probability concepts. Bella may be ready to prove simple theorems and to work with trigonometric ratios.

MATHEMATICS
Traditional Math Courses

Student Profile

Geometry Details

Overview | Algebra and Algebraic Thinking | Geometry

Bella Murphy – Math – Grade 10

Test 1-09/12/2012	Placement	Scale Score
Geometry	✔ High School - Geometry - Mid	620

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Geometry Skills

Geometry in grades 9-12 involves understanding and applying concepts of spatial relationships as well as constructing arguments with evidence. As in the CCSS, this understanding is then applied to formal proofs and analysis of decisions based on evidence.

In grades 9-12, students solve problems involving congruence, similarity, right triangles, trigonometry, circles, and probability and statistics. They learn how to create and analyze viable arguments based on deductive reasoning.

What Bella Can Do

Results indicate that Bella can likely do the skills shown below.

CC **Model, describe, and interpret representations of data in one variable.**
- Create box plots and histograms.
- Compare the measures of central tendency and the distribution of two or more sets of data.
- Explain the statistical differences in the context of the data sets; state why there is a difference in shape, center, or spread.

CC **Analyze and interpret linear models in the context of Statistics and Probability.**
- Analyze and interpret the slope and intercepts of a linear model.
- Use technology to determine the correlation coefficient of a linear fit and use the correlation coefficient to describe how well the model fits the data.
- Identify associations of data that are based on correlation versus causation and explain the difference.

CC **Analyze, describe and summarize categorical data represented in two-way frequency tables.**
- Analyze and interpret joint, marginal, and conditional relative frequencies in context.
- Determine possible trends or associations in the data.

CC **Demonstrate a fundamental understanding of congruence as it relates to transformations of rigid motions, including those involving triangles.**
- Describe translations, rotations, and reflections using geometric terms, and predict the impact of these transformations on figures. Use the definition of congruence in terms of rigid motions to decide if two figures are congruent.
- Show that two triangles are congruent if and only if the corresponding sides and angles are congruent using the definition of congruence in terms of rigid motions.
- Using congruence in terms of rigid motions, show how the congruence criteria for triangles (ASA, SAS, and SSS) follows.

Next Steps for Instruction

Results indicate that Bella will benefit from instruction and practice in the skills shown below.

Use coordinate geometry to prove geometric theorems and to solve real-world and mathematical problems.
- Prove simple geometric theorems using the rectangular coordinate system.
- Prove that lines with the same slope are either the same line or parallel lines; Prove that lines are perpendicular if and only if the slopes have a product of -1. Find the equation of a line parallel or perpendicular to a given line through a specified point.
- Find the perimeters of polygons and areas of triangles and rectangles using the rectangular coordinate system.

Prove simple theorems about lines and angles.
- Prove vertical angles are congruent.
- Prove that when a transversal crosses parallel lines, alternate interior angles are congruent.
- Prove that when a transversal crosses parallel lines, corresponding angles are congruent.
- Prove that any point on a perpendicular bisector of a line segment is equidistant from the line segment's endpoints.

Demonstrate an understanding of trigonometric ratios and use them to solve real-world and mathematical problems.
- Understand that sine, cosine, and tangent are ratios of sides in a right triangle and the ratios remain constant for each angle measure.
- Demonstrate that sin x = cos (90-x), and use this fact to solve problems in right triangles.
- Use first quadrant sine, cosine, and tangent ratios along with the Pythagorean Theorem to solve real-world problems.

Demonstrate an understanding of sample spaces and independent events.
- Use set notation and set vocabulary, such as union, intersection, and complement to describe sample spaces.
- Identify independent events A and B as events such that the probability of A and B occurring is determined by multiplying the Probability of A by the Probability of B.

MATHEMATICS

Student Profile

i-Ready identifies skill gaps for students who are behind level

Overview | Number and Operations | Algebra and Algebraic Thinking | Measurement and Data | Geometry

Mason McDonald – Math – Grade 9

Overall Performance

✔ On or Above Level ◆ 1 Level Below ✘ 2 or more Levels Below

Level 9

Test	Placement	Scale Score	Standard Error
Test 3 - 04/12/2013	◆ Level 8	568	+/- 13.1
Test 2 - 01/12/2013	◆ Level 8	543	+/- 14.0
Test 1 - 09/24/2012	✘ Level 7	530	+/- 12.0

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Detail for Test 1 - 09/24/12

Domain	Placement	Scale Score
Number and Operations	✘ Level 7	548
Algebra and Algebraic Thinking	✘ Level 7	534
Measurement and Data	✘ Level 7	529
Geometry	✘ Level 6	520

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

	Placement	Developmental Analysis
Overall Math Performance	✘ Level 7	Test results indicate that Mason would benefit from review of various prior grade level skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of algebraic representation, computation, and problem solving skills will strengthen Mason's math abilities across domains.
Number and Operations	✘ Level 7	At levels 6-8, this domain addresses operations with whole numbers, fractions, decimals, and positive and negative rational numbers, as well as exponents. Test results indicate that Mason needs to review computation with integers.
Algebra and Algebraic Thinking	✘ Level 7	At levels 6-8, this domain addresses ratios and proportional relationships, expressions, equations and inequalities, and functions. Test results indicate that Mason needs to practice using expressions, equations, and inequalities to solve multi-step problems.
Measurement and Data	✘ Level 7	At levels 6-8, this domain addresses probability concepts and statistical analysis of data. Results indicate Mason may benefit from review of probability concepts and making valid inferences from statistical data.
Geometry	✘ Level 6	At levels 6-8, this domain addresses concepts of the coordinate plane; geometric measurement; angle relationships; congruence, similarity, and transformations; and the Pythagorean theorem. Test results indicate that Mason may benefit from practice classifying figures and more work with the coordinate plane and geometric measurement.

MATHEMATICS

Student Profile

Algebra and Algebraic Thinking Details

Overview | Number and Operations | Algebra and Algebraic Thinking | Measurement and Data | Geometry

Mason McDonald – Math – Grade 9

Test 1-09/24/2012	Placement	Scale Score
Algebra and Algebraic Thinking	✗ Level 7	534

Scale Score 0 50 100 150 200 250 300 350 400 450 500 550 600 650 700 750 800

Building Algebra and Algebraic Thinking Skills

Algebra and Algebraic Thinking in grades K-8 focuses on the relationships between numbers, the meaning of operations, and the relationships between operations. As in the CCSS, this includes using the appropriate operations to solve real-world and mathematical problems.

In grades 6-8, students work with algebraic relationships using ratios, equations, inequalities, functions, tables, and graphs. They use equations and inequalities to solve problems and represent the solutions numerically and graphically.

What Mason Can Do

Results indicate that Mason can likely do the skills shown below.

Expressions and Equations

- CC Write and evaluate numerical expressions with whole-number exponents.
- CC Evaluate expressions for given values of the variables.
- CC Read, write, and identify variable expressions using mathematical terms (sum, term, product, factor, quotient, coefficient).
- CC Use substitution to determine whether a solution to an equation is true.
- CC Write an equation in two variables for a real-world problem in which a dependent and independent variable change in relationship to one another.

Ratios and Proportional Relationships

- CC Use proportions to solve real-world and mathematical problems.
- CC Identify a proportional relationship and its constant of proportionality.
- CC Solve problems involving unit rate.

Next Steps for Instruction

Results indicate that Mason will benefit from instruction and practice in the skills shown below.

Expressions and Equations

- Use properties to write equivalent linear expressions.
- Write equivalent expressions in different forms to show relationships.
- Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$, where p, q, and x are all non-negative rational numbers.
- Use variables to write equations for real-world problems and solve by reasoning about the quantities.
- Use an equation to represent a proportional relationship and interpret the meaning of a point on the graph of the equation.
- Write an inequality of the form $x > c$ or $x < c$ to represent a real-world or mathematical problem.
- Represent inequalities in the form $x > c$ or $x < c$ on number lines.
- Solve multi-step problems involving all forms of rational numbers.

Ratios and Proportional Relationships

- Compute unit rates associated with ratios of fractions.
- Solve multi-step ratio and percent problems.

Tools for Instruction

- Write Equivalent Linear Expressions (1 of 9)
- Analyze Relationships in Equivalent Expressions (2 of 9)
- Solving Equations (3 of 9)
- Write Equations to Solve Problems (4 of 9)

Recommended Products from Curriculum Associates

If you have this product...	Use...
Ready Common Core Math Instruction	**Grade 6** Lesson 19: Solve Equations Lesson 20: Solve Inequalities **Grade 7** Lesson 9: Ratios Involving Complex Fractions Lesson 11: Equations for Proportional Relationships Lesson 12: Solve Multi-Step Problems with Ratios Lesson 13: Solve Multi-Step Problems with Percents Lesson 14: Equivalent Linear Expressions Lesson 15: Write Linear Expressions Lesson 16: Solve Problems with Equations Lesson 17: Solve Problems with Inequalities

Learn More

Bonus—teacher-led instruction to address skill gaps below level 9.